



307 – Developmental Crises 4: Adulthood

Instructors: Allen Dyer, MD, PhD, and Kate Leslie, MSW, LCSW

Meeting Dates: Tuesdays – January 14, 2025, through March 4, 2025

Time: 5:30PM-7:00PM Eastern

Location: Zoom/Virtual

of Credit hours: APA Category A CE: 12 clock hours / NBCC: 12 clock hours / All others: Letter of Attendance

Target Audience: This course is appropriate for intermediate through advanced students, as well as clinicians with extensive experience who are considering analytic training (with permission from the instructors).

Prerequisites: This class is open to matriculated students in the Adult or Adult/Child Combined psychoanalytic tracks. Students will need to have completed nearly all the classes in the core curriculum (including the Life Cycle courses). Psychoanalytic Psychotherapy students and graduates who have completed the core curriculum and have at least one intensive case may also take these classes. Other students may be eligible to attend only with permission of the instructor.

Contact: [Kate Leslie, LCSW](#) and [Allen Dyer, MD, PhD](#)

Format: This class will combine lecture and seminar formats; student participation is encouraged. PCC courses include small group discussions which require participants to read and synthesize the materials presented. PCC faculty ensure that gaps in knowledge are addressed.

Description: There are developmental challenges to be mastered throughout the life cycle. This course, the fourth in a series of four, will focus on the potential developmental crises during the period for young adults through late life. Shakespeare's great play King Lear traces the downfall of a man who retired without sufficient insight into the impact of his decision. The class will use this play to frame questions about the course of psychoanalytic practice.

We will utilize a psychoanalytic perspective to explore the intrapsychic and interpersonal developmental tasks common to adulthood and the difficulties that may arise from failure to master them. We will consider differing theoretical perspectives using classic and more recent readings. Relevant clinical material will be presented, and there will be many opportunities for discussion.

Course Syllabus: [Developmental Crises 4](#)

Training Program Credit: Students who successfully complete this course can earn credit in the psychoanalysis Adult or Adult/Child combined training programs.

Continuing Education Credit: At the end of the course, participants must complete the evaluation form to receive continuing education credit. The instructor(s) have no relevant financial relationships with ineligible companies to disclose. CME hours are not offered to physician learners for this course.

About the Instructors:

Allen Dyer, MD, PhD, is Professor Emeritus of Psychiatry and Behavioral Sciences at the George Washington University. Previously he was Vice-chair for Education. His major interests are Global Health and Mental Health, Medical Ethics and Professionalism, cancer survivorship, spirituality and health, and clinical care.

Formerly he was Senior Health Advisor at the International Mental Corps. Previously he has been on the faculty at Duke University, Albany Medical College, where he served as Interim Chair of the department of psychiatry and Chief Medical Officer of the Capital District Psychiatric Center, and East Tennessee State University, where he served as chair of the department of psychiatry.

He received his AB and Master of Medical Science at Brown University, his MD and his PhD from Duke. The PhD was in medical ethics from the department of religion. While still a resident at Duke, he began his tenure on the APA Ethics committee and the AMA Council on Mental Health.

He is the recipient of several awards including Attending of the Year, Nancy C.A. Roeske Award in Recognition of Outstanding and Sustained Contributions to Medical Education, An Award and Recognition for service to the Iraqi people, and the Bruno Lima award of APA for disaster psychiatry. He served on the editorial board of the Encyclopedia of Bioethics. He is a Distinguished Life Fellow of the APA (DLFAPA).

He is the author of several books including Idealism on Medical Ethics: The Problem of the Moral Inversion; Ethics in Clinical Medicine; The Humanities and the Profession of Medicine; Ethics and Psychiatry: Toward Professional Definition; One More Mountain to Climb: What my Illness Taught Me About Health; co-author of Concise Guide to Ethics in Clinical Care; and co-editor of Global Mental Health Ethics (Dyer, Kohrt, and Candilis, Eds., 2021, Springer).

Kate Leslie, MSW, LCSW, is a licensed clinical social worker, originally from Atlanta, GA. She received her Honors BA in Modern Culture and Media (Semiotics) from Brown University in Providence, Rhode Island in 2001 where she focused on post-colonial literature and politics. Kate received her MSW from Smith College School for Social Work in Northampton, MA.

She received a post- masters training fellowship at the McAuley Institute at St. Mary's Hospital in San Francisco, a psychiatric inpatient unit for adolescents, staffed with training analysts from the San Francisco Center for Psychoanalysis, with Dr. Terrence Owens, PhD, Dr. Paul Williams, PhD and training from Dr. Mary Target, PhD.

After moving to North Carolina with her family, she became affiliated with PCC through Smith Alumni. She is a member of the AAPCSW and is the Smith School for Social Work regional alumni rep for Colorado. She currently is in private practice in Boulder, CO.

Registration and Tuition Deadline is December 30, 2024.

Tuition

PCC Matriculated Students: **\$255**
Graduate Students and Residents: **\$325**
All others: **\$355**

Registration Fee: \$25 per term (Matriculated Students are exempt from registration fee).

Payment plans can be arranged with the Business Manager, [Lisa Long](#).

[Course Cancellation Policy](#)

[Register Here](#)

Course Learning Objectives

Class participants will be able to:

1. Describe the developmental tasks of adulthood via Erikson (e.g., intimacy versus isolation, generativity versus stagnation, integrity versus despair, loss) and how adaptations to these may impact personal growth.
2. Describe the important psychological differences and developmental tasks between adolescence and adulthood.
3. Describe the psychological and developmental needs of parenthood.
4. Discuss how cultural concepts of race, class, and gender impact later life development.
5. Explain the psychological issues that could predispose someone to a crisis at midlife.
6. Describe the psychological changes that could occur during a midlife crisis, both in treatment and in life.
7. Describe how unresolved conflicts impact late stages of life as well as death and dying.
8. Describe a psychodynamic understanding of death and dying.

Confidentiality Statement: All case material will be carefully disguised. We ask that participants agree to hold all material presented with the utmost care, following ethical and professional guidelines.

Course Participants agree to review and abide to the following:

[Professional and Ethical Guidelines for the Classroom](#)

Accommodation Statement: To request an accommodation for this program, please contact the Administrator at Kayla@CarolinaPsychoanalytic.org by two weeks before the start date.

Continuing Education Disclosures:

The Psychoanalytic Center of the Carolinas has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6518. Programs that do not qualify for NBCC credit are clearly identified. The Psychoanalytic Center of the Carolinas is solely responsible for all aspects of the program.

The Psychoanalytic Center of the Carolinas is approved by the American Psychological Association to sponsor continuing education for psychologists. The Psychoanalytic Center of the Carolinas maintains responsibility for this program and its content.

Social workers will receive a letter of attendance documenting their hours of continuing education. This certificate may not be acceptable verification in all states.

Contact: Kayla@CarolinaPsychoanalytic.org

Kayla Schilke, Training and Education Program Manager

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