Second Adulthood:
Helping Clients Negotiate the Crisis and
Opportunities of Reinventing Themselves

John Hawkins, LPC, NCC, NCSC
MCA Annual Conference
Nov. 5-7, 2014
Jackson, MS

In the middle of the journey of our life,
I came to myself, in a dark wood,
where the direct way was lost. It is a
hard thing to speak of, how wild, harsh
and impenetrable that wood was, so
that thinking of it recreates the fear.
~ Dante “Inferno”
"What am I going to do for the rest of my life?" ~ Diane Vacca

- A time of crisis and opportunity where those in mid-life are challenged to do self-examination and planning in order to create meaning and purpose for the next stage of their lives.

"Most people want to find a new self and a new basis from which they can live. More and more people are saying, 'I am willing to take that chance and it's worth it.'" ~ Gail Sheehy

Suzanne Braun Levine
“If we don’t change, we don’t grow. If we don’t grow, we are not really living. Growth demands a temporary surrender of security.”

- Gail Sheehy

**Erik Erikson Stages of Development**

<table>
<thead>
<tr>
<th>Age</th>
<th>Conflict</th>
<th>Resolution or &quot;Virtue&quot;</th>
<th>Culmination in old age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (0-1 year)</td>
<td>Basic trust vs. mistrust</td>
<td>Hope</td>
<td>Appreciation of interdependence and relatedness</td>
</tr>
<tr>
<td>Early childhood (1-3 years)</td>
<td>Autonomy vs. shame</td>
<td>Will</td>
<td>Acceptance of the cycle of life, from integration to disintegration</td>
</tr>
<tr>
<td>Play age (3-6 years)</td>
<td>Initiative vs. guilt</td>
<td>Purpose</td>
<td>Humor; empathy; resilience</td>
</tr>
<tr>
<td>School age (6-12 years)</td>
<td>Industry vs. Inferiority</td>
<td>Competence</td>
<td>Morality; acceptance of the course of one’s life and unfulfilled hopes</td>
</tr>
<tr>
<td>Adolescence (12-19 years)</td>
<td>Identity vs. Confusion</td>
<td>Fidelity</td>
<td>Sense of complexity of life; merging of sensory, logical and aesthetic perception</td>
</tr>
<tr>
<td>Early adulthood (20-25 years)</td>
<td>Intimacy vs. Isolation</td>
<td>Love</td>
<td>Sense of the complexity of relationships; value of tenderness and loving lively</td>
</tr>
<tr>
<td>Adulthood (26-64 years)</td>
<td>Generativity vs. stagnation</td>
<td>Care</td>
<td>Caritas, caring for others, and agape, empathy and concern</td>
</tr>
<tr>
<td>Old age (65-death)</td>
<td>Integrity vs. Despair</td>
<td>Wisdom</td>
<td>Existential identity; a sense of integrity strong enough to withstand physical disintegration</td>
</tr>
</tbody>
</table>
Alfred Adler & Life Style

Brief synopsis of Adlerian theory: http://www.alfredadler.edu/about/theory

5 Alderian Life Tasks

• **Spirituality** – “an awareness of a being or force that transcends the material aspects of life and gives a deep sense of wholeness or connectedness to the universe” (not necessarily religion)

• **Self-Direction** – “manner in which an individual regulates, disciplines, and directs the self in daily activities and in pursuit of long-range goals”

• **Work & Leisure** – “opportunity for pleasurable experiences that are intrinsically satisfying and provide a sense of accomplishment”

• **Friendship** – “incorporates all of one’s social relationships that involve a connection with others, either individually or in community, but do not have a marital, sexual, or familial commitment”

• **Love** – “Relationships that are formed on the basis of a sustained, longterm, mutual commitment and involve intimacy”

Myers, Sweeney, & Witmer, 2000
Social Interest

- Adler theorized social interest as “a feeling of community, an orientation to live cooperatively with others, and a lifestyle that values the common good above one’s own interests and desires” (Guzick, Dorman, Groff, Altermatt, & Forsyth, 2004; p. 362).
- It has also been conceptualized as an active interest in the welfare of humankind, and identification and empathy with others (Ansbacher & Ansbacher, 1956).
- Social interest is typically viewed as being predictive of individuals’ adjustment and psychological health (Ansbacher, 1968/1991; Manaster, Zeynep, & Knill, 2003).
- According to Adler, social interest protects individuals against feelings of inferiority and promotes better coping and a healthier attitude toward stressful situations (Crandall & Putman, 1980).
- Richardson and Manaster (2003) contend that “the ideal of social interest is intended to inspire a way of life that counters such disconnectedness and helplessness with a sense of wider belonging and purpose” (p. 124).
- Adler emphasized that inadequate development of social interest in children and adolescents leads to psychological difficulties in adulthood (Guzick et. al., 2004; Maltby, Macaskill, Day, & Garner, 1999; Nikelly, 2005; Sweitzer, 2005).

Source: http://www.shsu.edu/piic/SocialInterestandDifferentiationofSelf.htm
Issues in Second Adulthood

- Reclaiming their lives
- Revitalize their health
- Reflect on life
- Rethink work/career
- Re-invent oneself
- Renew relationships
- Redirect energy
- Rearrange life
- Redefine retirement

Source: http://lifeclaritycoach.com/LifeClarityCoaching/Second_Adulthood.html

Egan’s Helping Model

http://www.gp-training.net/training/communication_skills/mentoring/egan.htm
Stage 1 – First Session

- Mid-life crisis
  - Adjustment disorder
  - Job dissatisfaction
  - Aging Parents
  - Bereavement
  - Children grown
  - Partner problem
  - Anxiety
  - Depression

- V-code

- More often women than men
• Begin building relationship & working alliance
• Get the story
• Get the real story
• Get history
• Assessment instruments (if needed)
• Co-occurring conditions?
• Identify strengths
• What does client want?
• Offer hope

If we don't change, we don't grow. If we don't grow, we aren't really living.

Gail Sheehy
QuoteWizard.com

Assessment

• Clinical Interview & History
• Assessment for DSM-V disorder
  – Instrumentation (BDI, BAI, Burns, Hamilton, SCL-90 (Symptom Checklist-90)
• Non-pathology Personality Assessment
  – MBTI
  – Jungian Typology Inventory (free online)
  – True Colors, Real Colors
• Wellness Assessment
  – Relationship Assessment
    • Locke-Wallace Relationship Adjustment
    • Weiss-Cerretto Relationship Status Inventory
  – Wellness Evaluation of Lifestyle (Myers, Sweeney, & Witmer) [http://www.mindgarden.com/products/wells.htm]
  – Holistic Lifestyle Questionnaire [http://www.testwell.org/twfree.htm]
  – Personal Health Assessment [http://www.wellnessforum.com/docs/PersonalHealthAssessment.pdf]
Wellness Evaluation of Lifestyle

<table>
<thead>
<tr>
<th>Life Tasks</th>
<th>Life Tasks Score</th>
<th>Life Tasks Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work and Leisure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Wellness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Witmer, Sweeney, & Myers, 1998
Next Session(s)

• More exploration as needed—let client tell their story
  – Autobiography
  – Time Lines
  – Early Recollections
• Assessment Results
• Therapy or Coaching

---

Counseling or Coaching

<table>
<thead>
<tr>
<th>Coaching:</th>
<th>Therapy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focuses on the present and future</td>
<td>• Diagnoses and treats</td>
</tr>
<tr>
<td>• Is action-oriented – asking the questions, “What now and what’s next?”</td>
<td>• Focuses on the past and how it impacts the present through unresolved issues</td>
</tr>
<tr>
<td>• Focuses on developing potential and encourages actions and behaviors that foster self-confidence and personal success</td>
<td>• Seeks to provide solutions or relief from emotional or psychological pain</td>
</tr>
<tr>
<td>• Operates with the working assumption that the client is the expert of his or her life</td>
<td>• Focusses on healing and understanding</td>
</tr>
<tr>
<td>• Uses accountability as a tool for clients to achieve their goals</td>
<td>• Is insight oriented - imparting advice or a diagnosis through a diagnostic interview or history</td>
</tr>
</tbody>
</table>

http://northwaygroup.com/coaching/
Motivational Interviewing

Stage 2 – Goal Setting

• New Narrative
  – Narrative Therapy competence useful

• Create a Personal Mission Statement
  – “My goal as a counselor is to help clients become more accepting, loving, and aware of themselves and others, so that they can live more fulfilled, fruitful, and stress-free lives”

Stages of Readiness for Change

• Precontemplation—The patient does not believe a problem exists. (“I won’t get pregnant!”)
• Contemplation—The patient recognizes a problem exists and is considering treatment or behavior change. (“Maybe I could get pregnant and there are things I could do to prevent this.”)
• Action—The patient begins treatment or behavior change. (“I’ll take that prescription for birth control pills.”)
• Maintenance—The patient incorporates new behavior into daily life. (“I’m taking the pill every day.”)
• Relapse—The patient returns to the undesired behavior. (“The pill makes me sick, I think I’ll stop.”)
SMART Goals

Stage 3 – Action

• Goals → Objections → Action Plan
• Implementation
• Evaluation

"Encouragement can increase the tolerance for failures and prevent the outbreak of neurosis, ameliorate it, or defer it." ~ Alfred Adler

• Dealing with setbacks and discouragement
  – Bibliotherapy
  – Encouragement
  – Little gains over time = large gains
Saying No

Negative family & friend reactions
– Saying “no” to some things and “yes” to others may upset people in the client’s life

Changes in marriage relationships
– Two thirds of divorces for people over 50 are initiated by women

Fear VS Empowerment

Creating a Second Life

RISK = Danger + Opportunity
Ah, mastery... what a profoundly satisfying feeling when one finally gets on top of a new set of skills... and then sees the light under the new door those skills can open, even as another door is closing.

Gail Sheehy

http://quote.mn/