



SASS 441: HUMAN DEVELOPMENT IN CONTEXT II: ADULT

COURSE DESCRIPTION

This course builds on SASS 440 Human Development I (child and adolescent) by comparing the general themes of feeling (emotion), thinking (cognition), and acting (behavior) with adult emotional, cognitive, and behavioral development. Students will understand the differences and similarities between earlier (child and adolescent) and later (adult, including older adult) emotional, cognitive, and behavioral development by examining, across the life-span, the idea/concept of: (1) adult development as gains/losses, (2) adult development as plasticity and variation (i.e., development can take many forms and can change), (3) adult development as risks, conflicts, protective factors, and resilience, and (4) adult development as context (e.g., family, society, gender, culture, ethnicity, social class, discrimination, sexual orientation, and socio-historical [i.e., cohort] contexts).

This course adds new content and perspectives to Human Development I by beginning with the debates about the transition from adolescence to adulthood, what some scholars have called “late adolescence,” “emerging adulthood,” or “young adulthood” (ages 18-24), and ending with death. The course is not organized by assuming that a person’s chronological age is a predictor of developmental achievements -- for example, training and education (ages 18-24), work/career (ages 24-35), intimacy/marriage/domestic partnership (ages 24-35), family/parenting (ages 35-55), retirement (age 65-85), and death (age 85 +). Instead, it assumes that gains/losses, plasticity, resilience, and context matter throughout adult life, regardless of age or developmental task. Emphasis is placed on variation in developmental task challenges, conflict, and change, not prescriptive, normative, or linear progressions from one developmental task to another, leading up to, for example, the “good” or “perfect” death. Overall, the course is designed to provide students a model for thinking about and assessing adult life-span development so that an adult client’s dysfunction, disorder, disease, or problems (social and/or psychological) can be situated in the context of a person’s developmental achievements, conflicts, and strengths.

COURSE OBJECTIVES

This course is designed to help students meet the following objectives:

1. To understand the differences and similarities between child/adolescent and adult development (Think Critically, EPAS Foundation Program Objective 3.0.1 and EPAS Content Area 4.3)
2. To understand and critically evaluate major theories and controversies regarding adult development (Think Critically, EPAS Foundation Program Objective 3.0.1, and EPAS Foundation Program Objective 3.0.7, use of theory, and EPAS Content Area 4.3);
3. To use developmental theory as a model for assessment of adult achievements, conflicts, and strengths (Apply Social Work Methods, EPAS Foundation Program Objective 3.0.M6, and EPAS Foundation Program Objective 3.0.7, use of theory, and EPAS Content Area 4.3);
4. To communicate effectively, either orally or in writing, by presenting an adult developmental assessment (Communicate Effectively, EPAS Foundation Program Objective 3.0.10 and EPAS Content Areas 4.3 and 4.5);
5. To understand and identify how adult development is affected (positively and negatively) by contextual factors such as cohort, gender, race, ethnicity, sexual orientation, discrimination, socioeconomic status, and culture (Valuing a Diverse World, EPAS Foundation Program Objectives 3.0.3 and 3.0.4, and EPAS Content Areas 4.1, 4.2, and 4.3) (Values and Ethics, EPAS Foundation Program Objective 3.0.2 and EPAS Content Area 4.0).

SUGGESTED COURSE OUTLINE AND SUGGESTED READINGS

TOPIC 1: Introduction

In addition to reviewing the course objectives and assignments, we will discuss relevant demographic trends and changing views of adulthood.

Readings:

Furstenberg, F., Rumbaut, R., & Settersten, R. (2005). On the frontier of adulthood: Emerging themes and new directions. In R. Settersten, F. Furstenberg, & R. Rumbaut (Eds.), *On the frontier of adulthood: Theory, research, and public policy* (pp. 3-25). Chicago: University of Chicago Press.

Hobbs, F., & Stoops, N. (2002). *Demographic trends in the 20th century* (Census 2000 Special Reports, Series CENSR-4). Washington, DC: U.S. Government Printing Office.

TOPIC 2: Life-span developmental theory (concepts of gain/loss, plasticity, risks & resilience, & context)

Readings:

Baltes, P. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23, 611-626.

Settersten, R. (2005). Toward a stronger partnership between life-course sociology and life-span psychology. *Research in Human Development*, 2(1-2), 25-41.

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapters 20.

TOPIC 3: Psychodynamic theories: gains/loss

Readings:

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapters 1-5.

TOPIC 4: Psychosocial theories: plasticity

Readings:

Erikson, E. (1997). *The life cycle completed: Extended version* (pp. 105-129). New York: Norton.

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapter 10

TOPIC 5: Feminist theories: context

Readings:

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.

Surrey, J. (1991). The self-in-relation: A theory of women's development. In J. Jordan, A. Kaplan, J. Miller, I. Stiver, & J. Surrey (Eds.). *Women's growth in connection* (pp. 51-66). New York: Guilford.

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapter 8, 12.

TOPIC 6: Learning and social learning theories: plasticity

Readings:

Robbins, S., Chatterjee, P., & Canda, E. (2006). *Contemporary human behavior theory: A critical perspective for social work* (Chap. 11: Behaviorism, social learning, and exchange theory, pp. 349-385). New York: Pearson Education. HV40.R575 bres [on reserve]

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapter 7

TOPIC 7: Ecological systems theory and macro-level theories: context

Readings:

Greene, R. (1999). The ecological perspective: An eclectic theoretical framework for social work practice. In R. Greene & P. Ephross (Eds.), *Human behavior theory and social work practice* (2nd ed., pp. 259-300). New York: Aldine De Gruyter. HV40.H783 bres [on reserve]

Hooyman, N., & Kiyak, H. A. (2005). *Social gerontology: A multidisciplinary perspective* (Chap. 8: Social theories of aging, pp. 283-304). Boston: Pearson Education.

TOPIC 8: Family development theories: gain/loss, context

This session will focus on theories of family development and critiques of their applicability to nontraditional families. Of the family life cycle stages, the class will focus in particular on becoming a parent.

Readings:

Carter, B., & McGoldrick, M. (1999). Overview: The expanded family life cycle: Individual, family, and social perspectives. In B. Carter & M. McGoldrick (Eds.), *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed., pp. 1-26). Boston: Allyn & Bacon. HQ536.C417

Carter, B. (1999). Becoming parents: The family with young children. In B. Carter & M. McGoldrick (Eds.), *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed., pp. 249-273). Boston: Allyn & Bacon. HQ536.C417 [on reserve]

Laird, J. (2003). Lesbian and gay families. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (pp. 176-209). New York: Guilford.

United States Census Bureau (2004, November). *America's families and living arrangements: 2003* (Series P20-553). Washington, DC: U. S. Government Printing Office.

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapter 15

TOPIC 9: Health and health disparities: gain/loss, plasticity, context

This session will discuss how adult development is shaped by health and ways in which social systems promote or deter maintaining or achieving health in adulthood. We will pay particular attention to health disparities by race, ethnicity, gender, and socioeconomic status.

Readings:

National Center for Health Statistics (2006). *Health, United States, 2006, With Chartbook on Trends in the Health of Americans* (Publication Number 2006-1232). Washington, DC: U.S. Government Printing Office.

U.S. Census Bureau (2005, July). *Disability and American families: 2000* (Census 2000 Special reports, Series CENSR-23). Washington, DC: U.S. Government Printing Office.

Bhandari, S. (2006, February). *Health status, health insurance, and health services utilization: 2001* (Household Economic Studies, Series P70-106). Washington, DC: U.S. Census Bureau.

House, J. (2001). Understanding social factors and inequalities in health: 20th century progress and

21st century prospects. *Journal of Health and Social Behavior*, 43, 125-142.

TOPIC 10: Coping and Adaptation: protective factors, development conflict, resilience

This session will focus on coping and adaptation theories, such as resilience, spirituality, and ego psychology defense mechanisms.

Readings:

Canda, E. (2006). Transpersonal theory. In Robbins, S., Chatterjee, P., & Canda, E. (Eds.), *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.). Boston: Pearson Press.

Greve, W., & Staudinger, U. (2006). Resilience in later adulthood and old age: Resources and potentials for successful aging. In D. Cicchetti & D. Cohen (Eds.), *Developmental psychopathology* (Vol. 3, pp. 796-840). Hoboken, NJ: Wiley & Sons. [this reading is available (for library use only) in the reference collection at Kelvin Smith Library, RC454.4.D483]

Mancini, A., & Bonanno, G. (2006). Resilience in the face of potential trauma: Clinical practices and illustrations. *Journal of Clinical Psychology*, 62, 971-985.

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.

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapter 14

TOPIC 11: Theory Application to a Case Study: Family Violence

This class will apply several theories to understand causes and consequences of family/partner violence. Both the perspective of the victim and the perpetrator of violence will be considered. Students will be asked to critically examine common beliefs about why victims remain in abusive relationships.

Readings:

Anderson, M., Gillig, P., Sitaker, M., McCloskey, K., Malloy, K., & Grigsby, N. (2003). "Why doesn't she just leave?": A descriptive study of victim reported impediments to her safety. *Journal of Family Violence*, 18, 151-155.

Walker, L. (2000). *The battered woman syndrome* (2nd ed., pp. ix-41). New York: Springer.

National Center for Injury Prevention and Control (2003). *Costs of Intimate Partner Violence Against Women in the United States*. Atlanta, GA: Centers for Disease Control and Prevention.

Holtzworth-Munroe, A., Bates, L., Smutzler, N., & Sandin, E. (1997). A brief review of the research on husband violence. Part I: Maritally violent versus nonviolent men. *Aggression and Violent Behavior*, 2(1), 65-99.

Hamel, J. (2006). Domestic violence: A gender-inclusive conception. In J. Hamel (Ed.), *Family*

interventions in domestic violence: A handbook of gender-inclusive theory and treatment. New York: Springer.

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow.* New York: Fireside. Chapter 13

TOPIC 12: Theory Application to a Case Study: Depression

This class will apply three theories (psychodynamic theory, interpersonal theory, and cognitive theory) to understand causes and consequences of depression, using either the case of Claire, the woman described by Whybrow, or the case of William Styron.

Readings:

National Institute of Mental Health (2002). *Depression* (NIH Publication No. 02-3561). Bethesda, MD: National Institutes of Health.

Whybrow, P. (1997). *A mood apart: Depression, mania, and other afflictions of the self* (pp. 21-42). New York: Basic Books. RC537.W487 [on reserve]

Kovacs, M., & Beck, A. (1986). Maladaptive cognitive structures in depression. In J. Coyne (Ed.), *Essential papers on depression* (pp. 240-258). New York: New York University Press.

Markowitz, J. (2003). Interpersonal psychotherapy. In R. Hales & S. Yudofsky (Eds.), *The American Psychiatric Publishing textbook of clinical psychiatry* (4th ed., pp. 1207-1223). Washington, DC: American Psychiatric Publishing.

Styron, W. (1992). *Darkness visible: A memoir of madness.* New York: Vintage Books.

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow.* New York: Fireside. Chapter 16

TOPIC 13: Diversity and Discrimination: context

Issues related to diversity are woven throughout this course. However, this class will intensively discuss ways in which adult development is influenced by cohort, race, ethnicity, gender, socioeconomic status, sexual orientation, and discrimination.

Readings:

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.

Shenk, D. (2000). Views of aging African American women: Memories within the historical context. *Journal of Aging and Identity*, 5, 109-125.

Moen, P. (2001). The gendered life course. In R. Binstock & L. George (Eds.), *Handbook of Aging and the Social Sciences* (5th ed., pp. 179-196). San Diego, CA: Academic Press.

Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. *Journals of Gerontology: Social Sciences*, 58B, S327-S337.

TOPIC 14: Work, Career, Job Satisfaction, Retirement, Productive Aging: plasticity, resilience, context

This topic will explore the relationship adults have to work, retirement, and productive aging. How do we assess one's emotional, cognitive and behavioral capacities to work, or not, and find satisfaction in our choices, or lack of choices.

Readings:

Krain, M. (1995). Policy implications for a society aging well: Employment, retirement, education, and leisure policies for the 21st century. *American Behavioral Scientist*, 39(2), 131-151.

Fouad, N. (2007). Work and vocational psychology: Theory, research, and applications. *Annual Review of Psychology*, 58, 543-564.

TOPIC 15: Bereavement and Grief: gain/loss, risk and protective factors, resilience

This class will examine common reactions to one's own impending death and others' death and loss, explanations for complicated (or abnormal) grief reactions, the role of spirituality, and implications of bereavement, grief, and loss for social work practice with adults.

Readings:

Irwin, R. (2002). *Human development and the spiritual life: How consciousness grows toward transformation*. NY: Kluwer Academic/Plenum Publishers.

Wortman, C. (2001). The myths of coping with loss revisited. In M. Stroebe & R. Hansson (Eds.), *Handbook of bereavement research: Consequences, coping, and care* (pp. 405-429). Washington, D.C.: American Psychological Association.

Worden, J. W. (2002). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (3rd ed., pp. 7-24 and 83-99). New York: Springer. RC 455.4.L67 [on reserve]

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside. Chapter 17, & 19