



University of Central Florida  
School of Social Work

## SOW 3104.0001 - Assessing I: Human Development

**Instructor:** Marie Armantrout, MSW

**Term:** Fall 2008

**Office:** HPA I, 254 (Part-time Faculty Office)

**Class Day:** Wednesday

**Phone:** 407-823-2114 (main office)

**Class Hours:** 6:30-9:20 pm

**Office Phone:** 407-823-2114 (main office)

**Class Location:** HEC 104

**Office Hours:** Monday evenings by appointment only & Wednesdays 4:30-6pm

**Email:** earmantr@mail.ucf.edu

**Course Description** - Skill development in assessing "person-in-environment" throughout the lifecycle. Study of the interaction of biopsychosocial, cultural, and systemic influences upon human functioning (Credit: 3 semester hours).

**Course Learning Objectives** - By the end of the course, students should be able to:

1. Explain the life cycle from a person-in-environment perspective using developmental theories of normative biological, cognitive, psychosocial and moral development.
2. Describe major forces that have shaped and continue to shape one's own development, behavior and values.
3. Discuss the impact of biological, psychological, cultural and social stressors on individuals during stages of the life cycle, problems in functioning that may result, and sources of resiliency to deal with stressors.
4. Demonstrate an appreciation for diversity in people's backgrounds and lifestyles.
5. Describe the influence of social institutions upon human development and behavior.
6. Assess the relationships between human development, individual needs, and environmental factors using a person-in-environment perspective.
7. Assess the relationship between individual functioning and societal inequities, especially racism, classism, sexism, heterosexism and ageism, and their influence on the achievement of social and economic justice for vulnerable populations.
8. Use problem solving, critical thinking skills, and a strengths orientation as approaches for understanding and analyzing human development and behavior.
9. Assess the interaction between social systems, cultural values and individual behavior.
10. Use research findings to understand human development and behavior.
11. Critique the person-in-environment perspective as one of several possible approaches for the study of human growth and development.

**Course Text Required:** Newman, Barbara and Newman, Philip (2009). *Development through life: A psychosocial approach* (10<sup>th</sup> ed.). Belmont, California: Thomson (Wadsworth) Publishing Company.

**Evaluation of Learning and Grading** - Achievement of learning objectives will be measured as described below:

1. **Examinations (75%)** - Three (3) exams containing multiple choice questions will be given during the term. Each exam will count for 25% of the final grade. Exam #1 covers material presented in Units 1-2; Exam #2 is on content from Units 3-5. Units 6-8 will be covered in Exam #3. (See below for tentative exam dates.)
2. **Assessment Exercise (25%)** - Each student will complete a written self-assessment exercise in which he or she describes and analyzes her/his experiences during at least one of the developmental stages covered in the course. (Assignment due date is noted below.) Responses to the assessment questions will be considered confidential. Responses must be typed, double-spaced and referenced (i.e., include in-text citations and a list of references) using the documentation style described in the latest edition of the *Publication manual for the American*

psychological association (APA). Additional guidelines and evaluation material for this exercise will be furnished by the instructor.

A **final course grade** will be based upon the total number of points accumulated by a student on the above noted evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
<b>A</b>	95-100	4.00	<b>C</b>	74-76	2.00
<b>A-</b>	90-94	3.75	<b>C-</b>	70-73	1.75
<b>B+</b>	87-89	3.25	<b>D+</b>	67-69	1.25
<b>B</b>	84-86	3.00	<b>D</b>	64-66	1.00
<b>B-</b>	80-83	2.75	<b>D-</b>	60-63	0.75
<b>C+</b>	77-79	2.25	<b>F</b>	59 or below	0.00

### Tentative Due Dates for Assignments

- Exam #1 - October 1, 2008 (Week 6)
- Exam #2 - November 5, 2008 (Week 11)
- Self-Assessment Exercise - November 19, 2008 (Week 13)
- Exam #3 - December 10, 2008 (Final Exam Week, Week 16)

### Class Schedule

Unit/Week	Date	Readings	Assignments
Week 1 (Unit 1)	8.27.08	Chapter 1	Lecture, discussion and activity on Chapter 1
Week 2 (Unit 1)	9.03.08	Chapter 2	Lecture, discussion and activity on Chapter 2
Week 3 (Unit 1)	9.10.08	Chapter 3	Lecture, discussion and activity on Chapter 3
Week 4 (Unit 2)	9.17.08	Chapter 4	Lecture, discussion and activity on Chapters 4
Week 5 (Unit 2)	9.24.08	Chapter 5	Lecture, discussion and activity on Chapter 5 Review for exam #1 in class
<b>Week 6 (Unit 3)</b>	<b>10.01.08</b>	<b>EXAM #1</b> Chapter 6	<b>Multiple Choice Exam #1 (covers Chapters 1-5)</b> Lecture, discussion and activity on Chapter 6
Week 7 (Unit 3)	10.08.08	Chapters 6 & 7	Lecture, discussion and activity on Chapters 6 & 7
Week 8 (Unit 4)	10.15.08	Chapter 8	Lecture, discussion and activity on Chapter 8
Week 9 (Unit 5)	10.22.08	Chapter 9	Lecture, discussion and activity on Chapter 9
Week 10 (Unit 5)	10.29.08	Chapter 10	Lecture, discussion and activity on Chapter 10 Review for exam #2 in class
<b>Week 11 (Unit 6)</b>	<b>11.05.08</b>	<b>EXAM #2</b> Chapter 11	<b>Multiple Choice Exam #2 (covers Chapters 6-10)</b> Lecture, discussion and activity on Chapter 11
Week 12 (Unit 7)	11.12.08	Chapters 11 & 12	Lecture, discussion and activity on Chapters 11 & 12
<b>Week 13 (Unit 7)</b>	<b>11.19.08</b>	Chapters 13 <b>PAPER DUE</b>	Lecture, discussion and activity on Chapter 13 <b>Self-Assessment Exercise Paper Due</b>
Week 14 (Unit 8)	11.26.08	Chapters 14	Lecture, discussion and activity on Chapter 14
Week 15 (Unit 8)	12.03.08	Chapter 15	Lecture, discussion and activity on Chapter 15 Review for Exam #3 in class
<b>Week 16</b>	<b>12.10.08</b> 7-9:50pm	<b>EXAM #3</b>	<b>Multiple Choice Exam #3 (Chapters 11-15)</b>

**Course Learning Methods:** The instructor will use a variety of teaching strategies including: Lecture/discussion; case analysis; and small group activity. Video and audio illustrations will also be provided to spark student discussion.

## **POLICIES**

In addition to the information below, the student should become familiar with School of Work Student Handbook and the Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

### **Modification of Syllabus**

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

### **Cell phones, pagers and recorders**

Students are asked to either place on vibrate or turn off cell phones and beepers during class sessions.

Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

### **Classroom Decorum**

Side conversations are discouraged because they distract the class.

The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

### **Attendance and Participation**

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

**Attendance during Finals Week:** It is university policy that all classes MUST meet for either a final exam or a class session.

### **Written Assignments**

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and

all margins must be one inch. The cover and references pages of a paper are not considered to be pages of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

### **Late Assignments**

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox*. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor*. No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

### **Incomplete Grades**

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

### **Academic Integrity/Plagiarism**

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

## **Turnitin.com**

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

## **Disability Access Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## **Library Resources**

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work- Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask a Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for "Ask a Librarian" is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>.

Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

## **Online Resources**

Students are encouraged to follow the online projects detailed in the class text book.

## **The UCF Creed**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity:** I will practice and defend academic and personal honesty.

**Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity:** I will use my talents to enrich the human experience.

**Excellence:** I will strive toward the highest standards of performance in any endeavor I undertake.

## **COURSE OUTLINE AND SCHEDULE**

### **UNIT 1- WEEKS 1- 3: INTRODUCTION/OVERVIEW OF KEY THEORIES OF DEVELOPMENT AND ASSESSMENT METHODOLOGY**

**Dates:** Wednesday, August 27 through Wednesday, September 10, 2008

**Due:** No assignment to be submitted

#### **Unit Learning Objectives:**

1. Identify basic assumptions that underlie the organization and focus of the course.
2. Explain the basic characteristics of developmental stages.
3. Recognize the systemic relationship between human behavior, the social environment and human services.
4. Interpret the nature vs. nurture and deficit vs. difference approaches to understanding human behavior.
5. Identify selected methods, theories and principles for studying growth and change throughout the life cycle.
6. Describe the psychosocial approach, including the interrelationships among the biological, psychological and societal systems.
7. Consider ethical guidelines that should be followed in conducting research with human subjects.
8. Define key terms: theory, social role, systems theory, reference groups, life span, life expectancy, etc.

#### **Content:**

1. Preview of course content and requirements
2. Basic assumptions regarding human behavior
3. Lifespan research and ethics
4. (Bio)psychosocial perspective: concepts, components, strengths and limitations
5. Developmental stages and the concept of readiness
  - a. Age related
  - b. Sequential and invariant
6. Development of self-awareness and sensitivity to human diversity
  - a. Ethnic minorities
  - b. Women's issues
  - c. Alternative lifestyles
7. Theories of change (overview)
  - a. Biological evolution
  - b. Psychosexual development
  - c. Social learning, roles and systems
  - d. Cultural theory
  - e. Cognitive development and learning
  - f. Others
8. Ecological perspective: health and human development
  - a. Common health problems
  - b. Causes of birth defects and disease
  - c. Body systems affecting behavior
9. Nature vs. nurture and deficit vs. difference

- a. Intelligence, temperament and personality
  - b. Sex roles
  - c. Health and growth
10. Explanation and criticism of theories and assessment tools to be used in the course
- a. Psychosexual theory - Freud
  - b. Cognitive development - Piaget
  - c. Moral development - Kohlberg
  - d. Social systems analysis
  - e. Psychosocial crises of the life stages - Erikson
  - f. Basic human needs - Maslow
  - g. Social role analysis
  - h. Others
11. The scientific method and models for assessing human development

**Readings:**

Newman and Newman, Chapters 1-3: "The Development through Life Perspective", "Psychosocial Theory," and "Major Theories for Understanding Human Development."

**UNIT 2 - WEEKS 4-5: PRENATAL DEVELOPMENT AND INFANCY (First 24 months)**

**Dates:** Wednesday, September 17 through Wednesday, September 24, 2008

**Due:** No assignment to be submitted

**Unit Learning Objectives:**

1. Discuss the biopsychosocial context of pregnancy, especially the reciprocity between the pregnant woman and the developing fetus.
2. Describe prenatal development and genetic and environmental influences that may affect the fetus.
3. Discuss childbirth, bonding, attachment and temperament.
4. Note abnormalities of newborns.
5. Identify general milestones in physical, psychosocial, and cognitive development during infancy.
6. Assess the impact of family, race and ethnic group upon development during infancy.

**Content:**

1. Conception and pregnancy
2. Reciprocal relationship between mother and developing infant
3. Prenatal development: genetic and environmental influences
4. The birth experience and bonding
5. Developmental abnormalities of newborns
6. The infant: separation of self and attachment
7. Infancy: sensorimotor stage, especially object permanence
8. Basic trust vs. mistrust
  - a. Development of love and functions of the ego
  - b. Anxiety and ego development
9. Physical development of the infant: body changes and motor development
10. Diversity in parenting and home environments
  - a. Family size, structure and parenting patterns: roles of the mother, father and other caregivers
  - b. Social, cultural and economic considerations
  - c. Racial, ethnic, single mother, alternate sexual preference considerations

**Readings:**

Newman and Newman, Chapters 4 and 5: "The Period of Pregnancy and Prenatal Development" and "Infancy."

### **UNIT 3 - WEEKS 6 AND 7: TODDLERHOOD (Ages 2-3) AND EARLY SCHOOL AGE (Ages 4-6)**

**Dates:** Wednesday, October 1 and Wednesday, October 8, 2008

**Due: Exam #1** (covers Units 1 & 2, Chapters 1-5) in Week 6 (Wednesday, October 1<sup>st</sup>)

#### **Unit Learning Objectives:**

1. Identify general milestones in physical, psychosocial, cognitive and moral development during toddlerhood and early childhood.
2. Assess the impact of family, community, race, ethnic group and social class on development during toddlerhood and early childhood.
3. Explain typical toddlerhood and early childhood behavior.

#### **Content:**

1. Pre-operational thought
2. Language development
  - a. Development of self through language
  - b. Role taking
3. Autonomy vs. shame and doubt
  - a. Social demands and the developing ego
  - b. Diversity in parenting
4. Typical toddlerhood and early childhood behavior
  - a. Locomotor and representational skills
  - b. Messing and smearing
  - c. Childhood friendships
  - d. Temper tantrums
  - e. Feeding problems
  - f. The negative stage
  - g. Fears and rituals
  - h. Sibling rivalry
  - i. Impulse/self-control
  - j. Importance of play: fantasy and group play
5. Initiative vs. guilt
  - a. Development of the superego
  - b. Diversity in parenting
6. Theories of sex role identification
  - a. Psychosocial theories
  - b. Social role theories
  - c. Cognitive theories
  - d. Others
7. Physical development
  - a. Body changes
  - b. Motor development
8. Early moral development
9. Self-esteem in toddlerhood and early childhood
10. Diversity in early childhood
  - a. The nurturing environment and sustaining environments
  - b. Effects of social expectations on school readiness
  - c. Effects of ethnic minority group status, social class, race and sex

#### **Readings:**

Newman and Newman, Chapters 6 and 7: "Toddlerhood" and "Early School Age."

## **UNIT 4 - WEEK 8: MIDDLE CHILDHOOD (Ages 6-12)**

**Date:** Wednesday, October 15, 2008

**Due:** No assignment to be submitted

### **Unit Learning Objectives:**

1. Identify general milestones in physical, psychosocial, cognitive and moral development during middle childhood.
2. Assess the impact of family, school, community, race, ethnic group and social class on middle childhood behavior.
3. Explain typical middle childhood behavior.
4. Explore the impact of exposure to violence on development during middle childhood.

### **Content:**

1. Concrete operations: conservation, combinatorial and classification skills
2. Industry vs. inferiority
3. Human diversity in middle childhood
  - a. Expanding adult influences - school and community
  - b. Peer influences, team play and friendship
  - c. Effects of race and ethnicity
4. Physical development: body changes and motor development
5. Self-evaluation in middle childhood
6. Interpersonal violence: impact during childhood

**Reading:** Newman and Newman, Chapter 8: "Middle Childhood."

## **UNIT 5 - WEEKS 9 and 10: EARLY AND LATER ADOLESCENCE (Ages 12-18 and 18-24)**

**Dates:** Wednesday, October 22 and Wednesday, October 29, 2008

**Due:** No assignment to be submitted

### **Unit Learning Objectives:**

1. Identify general milestones in physical, psychosocial, cognitive and moral development during early and later adolescence.
2. Assess the impact of family, school, community, race, ethnic group and social class on development during early and later adolescence.
3. Assess the social role of the adolescent in our culture.
4. Distinguish between adolescence roles defined as problems and roles seen as acceptable in our culture.
5. Examine factors associated with risk-taking behavior (e.g., drug abuse) during adolescence.

### **Content:**

1. Developmental milestones during adolescence
  - a. Maturation of morality
  - b. Formal operational reasoning
  - c. Mental health and emotional disorders (e.g., eating disorders, depression)
  - d. Sexual development
2. Physical maturation: impact of early and late maturing on self-concept, social relationships, etc.
3. Developmental tasks: early and later adolescence
4. Role of the adolescent: socializing the adolescent through home, school and community
5. Psychosocial crises: group identity vs. alienation and individual identity vs. identity confusion
6. Autonomy from parents
7. Work experiences and career choices: impact of education and sex-role socialization
8. Diversity in the adolescent experience

**Readings:**

Newman and Newman, Chapters 9 and 10: "Early Adolescence" and "Later Adolescence."

**UNIT 6 - WEEK 11: EARLY ADULTHOOD (Ages 24-34)**

**Date:** Wednesday, November 5, 2008

**Due: Exam #2** (covers Units 3-5, Chapters 6-10) in Week 11 (Wednesday November 5<sup>th</sup>)

**Unit Learning Objectives:**

1. Identify general milestones in physical and psychosocial development during early adulthood.
2. Assess the impact of demography, sex, race, ethnic group and social class on developing intimate relationships and selecting a partner.
3. Understand the impact of major life stressors (e.g., divorce) during early adulthood.

**Content:**

1. Adulthood roles and the "social clock"
2. Lifestyle as an expression of individual identity and diversity in lifestyles
3. Work experiences and skills
4. Partnership selection
5. Intimacy vs. isolation
6. Changing marital and sex roles
7. Impact of ethnic and racial discrimination on successful achievement of adult status
8. The decision to have children and child rearing
9. Balancing work and family tasks
10. Divorce

**Reading:** Newman and Newman, Chapter 11: "Early Adulthood."

**UNIT 7 - WEEKS 12 and 13: MIDDLE ADULTHOOD (Ages 34-60) and LATER ADULTHOOD (Ages 60-75)**

**Date:** Wednesday, November 12 and Wednesday, November 19, 2008

**Due: Self-Assessment Exercise Paper Due-** Week 13 (November 19<sup>th</sup>)

**Unit Learning Objectives:**

1. Identify general milestones in physical and psychosocial development during middle adulthood.
2. Assess impact of societal inequities, based on race, sex and ethnicity, on the successful assumption of adult role(s) in middle adulthood.
3. Use a psychosocial perspective to examine the impact of workplace discrimination on career access and advancement.

**Content:**

1. The developmental cycle of the family and maturational crises
2. The world of work as a context for development in middle adulthood
  - a. Managing a career
  - b. Midlife career changes and joblessness
3. Family life in middle adulthood
  - a. Maintaining a vital relationship with a spouse or partner
  - b. Parenting and caring for aging parents
  - c. Managing a household
  - d. Nurturing relationships
4. Generativity vs. stagnation
  - a. Physical changes and midlife transitions
  - b. Alternative developmental theories of middle age
  - c. Diversity in mature adults
5. Workplace discrimination: obtaining and advancing in a career

**Reading:** Newman and Newman, Chapter 12: "Middle Adulthood" and Chapter 13: "Later Adulthood"

**UNIT 8 – WEEKS 14 and 15: VERY OLD AGE (75 until death) and UNDERSTANDING DEATH, DYING, AND BEREAVEMENT**

**Dates:** Wednesday, November 26 and Wednesday, December 3, 2008

**Due:** No assignments to be submitted.

**Unit Learning Objectives:**

1. Identify general milestones in physical and psychosocial development in later adulthood and very old age.
2. Discuss cognitive functioning in later adulthood and very old age, especially factors promoting intellectual vigor.
3. Describe the impact of demography, sex, race, ethnic group and social class on people during later adulthood and very old age.
4. Assess the impact of societal inequities, based on race, sex, ethnicity, sexual orientation, and other factors related to minority status, on the aging experience in later adulthood and very old age.
5. Discuss how culture can influence the aging process and various roles associated with work and retirement in later adulthood and very old age.
6. Examine role gain (e.g., grandparenting) and role loss (e.g., widowhood) in later adulthood and very old age.
7. Explain cultural, social and psychological aspects of death, dying and grieving.

**Content:**

1. Sociological aspects of aging
  - a. Culture, aging and family life
  - b. Aging and retirement
  - c. Status, role losses and new roles (e.g., grandparenthood, loss of family members, friends)
  - d. Diversity in aging
2. Biological aspects of aging
  - a. The demography of aging: race, sex and ethnicity
  - b. Physical changes, health and primary diseases of the aged
  - c. Diversity in aging
3. Psychological and cognitive aspects of aging
  - a. Organic brain damage
  - b. Grief and depression
  - c. Promoting intellectual vigor: effects of aging on memory, intelligence, thinking and problem solving
  - d. Diversity in aging
4. Psychosocial crises: ego integrity vs. ego despair and immortality versus extinction
5. Issues related to death and dying, especially as influenced by culture
  - a. Accepting terminal illness, anticipating death and grief processes
  - b. Alternative developmental theories of aging and death
  - c. Ethical issues in defining death and in terminal illness
  - d. Diversity in dying, views of death and the grieving process

**Readings:** Newman and Newman, Chapters 14 and 15: "Very Old Age" and "Understanding Death, Dying and Bereavement."

**FINAL EXAM – WEEK 16**

**Date:** Wednesday, December 10, 2008 (Time: 7 - 9:50pm)

**Due: Exam #3** (covers Units 6-8, Chapters 11-15)

## Selected References: Assessing I

- Aldwin, A. (1994). *Stress, coping and development*. New York: Guilford.
- Ashford, J.B., LeCroy, C.W. & Lortie, K.L. (2006). *Human behavior in the social environment: A multidimensional perspective*. Belmont, CA: Thomson.
- Dacey, J.S. & Travers, J.F. (2004). *Human development Across the Lifespan*. New York: McGraw-Hill.
- Gardiner, H.W., Mutter, J.D. & Kosmitzki, C. (1998). *Lives across cultures: Cross-cultural human development*. Boston: Allyn and Bacon.
- Geiger, B. (1996). *Fathers as primary caregivers*. Westpoint, Conn.: Greenwood Press/Greenwood Publishing Group.
- Goldman, L. (1998). *Children's play: Mime, mimesis and make-believe*. New York: Oxford.
- Harold, G.T. & Conger, R.D. (1997). Marital conflict and adolescent distress: The role of adolescent awareness. *Child Development*, 68, 333-350.
- Hartup, W.W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67, 1-13.
- Hernandez, D.J. (1997). Child development and the social demography of childhood. *Child Development*, 68, 149-169.
- Hutchinson, E.D. (2001). *Dimensions of human behavior: Person and environment*. Thousand Oaks, CA: Pine Forge Press.
- Ianni, F. & Orr, M. (1996). Dropping out. In J. Graber, J. Brooks-Gunn & A. Patterson (Eds.) *Transitions through adolescence* (pp. 285-322). Mahwah, N.J.: Erlbaum.
- Isaksson, K. (1997). *Patterns of adjustment to early retirement*. Report from the Department of Psychology, University of Stockholm, No. 828 (1-13).
- Jackson, A. (1993). Blacks, single, working mothers in poverty: Preferences for employment, well-being, and perceptions of preschool-age children. In *Social Work*, Vol. 38, No. 1, 26-35.
- Jackson, D.D. (1996). People say, you poor thing, and I'm thinking, I have four healthy kids. *Smithsonian*, 27(6), 30-39.
- Jain, A., Belsky, J. & Crnic, K. (1996). Beyond fathering behaviors: Types of dads. *Journal of Family Psychology*, 10, 431-442.
- Josselson, R. (1996). *Revising herself: The story of women's identity from college to midlife*. New York: Oxford University Press.
- Kagan, J. (1998). *The Gale encyclopedia of childhood and adolescence: Puberty* (pp. 521-523). Detroit: Gale Research.
- Kail, R.V. & Cavanaugh, J.C. (2007). *Human development: A life-span view*. Belmont, CA: Thomson.
- Kochanska, G. (1997). Mutually responsive orientation between mothers and their young children: Implications for early socialization. *Child Development*, 68, 94-112.
- Kovacs, D.M., Parker, J.G. & Hoffman, L.W. (1996). Behavioral, affective, and social correlates of involvement in cross-sex friendships in elementary school. *Child Development*, 67, 2269-2286.
- Lamb, M.E. (1997). The development of father-infant relationships. In M. Lamb (Ed.). *The role of the father in child*

- development* (pp. 104-120). New York: Wiley.
- Lauer, R.H., Lauer, J.C. & Kerr, S.T. (1995). The long-term marriage: Perceptions of stability and satisfaction. In J. Hendricks (Ed.), *The ties of later life* (pp. 35-41). Amityville, N.Y.: Baywood.
- Lee, Y.J. & Aytac, I.A. (1998). Intergenerational financial support among whites, African Americans and Latinos. *Journal of Marriage and the Family*, 60, 426-441.
- Levinson, D.J. (1996). *The season's of a woman's life*. New York: Knopf.
- Lightfoot, C. (1997). *The culture of adolescent risk-taking*. New York: Guilford Press.
- Longress, John (2000). *Human behavior in the social environment*. Itasca, Illinois: F.E. Peacock Publishers. Inc.
- Loeber, R. & Stouthamer-Loeber, M. (1998). Development of juvenile aggression and violence: Some common Misconceptions and controversies. *American Psychologist*, 53, 242-259.
- Maguire, M.D. & Dunn, J. (1997). Friendships in early childhood and social understanding. *International Journal of Behavioral Development*, 21, 669-686.
- Mangelsdorf, S.C., Shapiro, J.R. & Marxolf, D. (1995). Developmental and temperamental differences in emotional regulation in infancy. *Child Development*, 66, 1817-1828.
- Markides, K.S. & Black, S.A. (1996). Race, ethnicity, and aging: The impact of inequality. In R.H. Binstock & L.K. George (Eds.), *Handbook of aging and the social sciences* (pp. 143-170). San Diego: Academic Press.
- Meins, E. (1997). *Security and attachment and the social development of cognition*. Hove: Psychology Press.
- McCloyd, V.C (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204.
- Moore, K. & Persaud, T. (1998). *The developing human*. Philadelphia: Saunders.
- Mortimer, J. & Finch, M. (Eds.). (1996). *Adolescents, work and family*. Thousand Oaks, CA: Sage.
- Newton, R.L. & Keith, P.M. (1997). Single women in later life. In J.M. Coyle (Ed.), *Handbook on women and aging* (pp. 385- 399). Westport, Conn.: Greenwood Press.
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (2004). *Human development*. New York: McGraw-Hill.
- Pillari, V. (1998). *Human behavior in the social environment: The developing person in a holistic context*. Pacific Grove, CA: Brooks/Cole Publishing Co.
- Robbins, S.P, Chatterjee, P. & Canda, E.R. (2006). *Contemporary human behavior theory: A critical perspective for social work*. Boston: Allyn and Bacon.
- Rogers, A.T. (2006). *Human behavior in the social environment*. New York: McGraw-Hill.
- Santrock, J.W. (2006). *Life-span development*. New York: McGraw-Hill.
- See, Letha A. (1998). *Human behavior in the social environment from an African American perspective*. New York: The Haworth Press, Inc.