



University of Central Florida
School of Social Work

SOW 3104.0002 - Assessing I: Human Development

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Term: Fall, 2008
Class Day: Monday
Class Hours: 7:30-10:20 am
Class Location: HEC 110

Course Description - Skill development in assessing "person-in-environment" throughout the life cycle. 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 (2009,2006). *Development through life: A psychosocial perspective* (10th ed.). Belmont, California: Wadsworth, Centage Learning 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 Unit 1; Exam #2 is on content from Units 2-4. Units 5-8 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
A	95-100	4.00	C	74-76	2.00
A-	90-94	3.75	C-	70-73	1.75
B+	87-89	3.25	D+	67-69	1.25
B	84-86	3.00	D	64-66	1.00
B-	80-83	2.75	D-	60-63	0.75
C+	77-79	2.25	F	59 or below	0.00

Tentative Due Dates for Assignments

Exam #1 - September 22, 2008 (Week 5) Self-Assessment Exercise - November 24, 2008 (Week 14)
 Exam #2 - October 27, 2008 (Week 10)
 Exam #3 - December 8, 2008 (Final Exam Week, Week 16)

Class Schedule

Unit/Week	Date	Readings	Assignments
Unit 1/Week 1	8/25/08	Chapter 1	Lecture, discussion and activity on Chapter 1
Week 2	9/1/08	N/A	NO CLASS – HOLIDAY (Labor Day)
Unit 1/Week 3	9/8/08	Chapters 2 and 3	Lecture, discussion and activity on Chapter 2 Lecture, discussion and activity on Chapter 3 Review for exam #1 in-class
Unit 1/Week 4	9/15/08	EXAM #1	Multiple Choice Exam #1 (covers Chapters 1-4)
Week 5 Unit 2/Week 5	9/22/08	Chapter 4	Lecture, discussion and activity on Chapter 4
Unit 2/Week 6	9/29/08	Chapter 5	Lecture, discussion and activity on Chapter 5
Unit 3/Week 7	10/6/08	Chapter 6	Lecture, discussion and activity on Chapter 6
Unit 3/Week 8	10/13/08	Chapter 7	Lecture, discussion and activity on Chapter 7 Review for exam #2 in-class
Unit 4/Week 9	10/20/08	Chapter 8	Lecture, discussion and activity on Chapter 8
Week 10 Unit 5/Week 10	10/27/08	EXAM #2 Chapter 9	Multiple Choice Exam #2 (covers Chapters 4-8) Lecture, discussion, and activity on Chapter 9
Unit 5/Week 11	11/03/08	Chapter 9	Lecture, discussion and activity on Chapters 9

Unit/Week	Date	Readings	Assignments
		(cont'd), 10	(cont'd), 10
Unit 6/Week 12	11/10/08	N/A	Lecture, discussion and activity TBA
Unit 6/Week 13	11/17/08	Chapter 11	Lecture, discussion and activity on Chapter 12
Unit 7/Week 14	11/24/08	Chapters 12, 13 PAPER DUE	Lecture, discussion and activity on Chapter 12,13 Self-Assessment Exercise Paper Due
Unit 8/Week 15	12/01/08	Chapters 14, 15	Lecture, discussion and activity on Chapter 14, 15 Test Review, Chapters 10-16
Week 16	12/8/08 Exact date and time TBA	EXAM #3	Multiple Choice Exam #3 (Chapters 10-16)

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 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 page of a paper is not considered to be a page 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: Monday, August 25 through Monday, September 8, 2008

HOLIDAY (NO CLASS) - MONDAY, SEPTEMBER 1, 2008 - LABOR DAY

Due: No assignment to be submitted.

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 5-6: PRENATAL DEVELOPMENT AND INFANCY (First 24 months)

Dates: Monday, September 22 through Monday, September 29, 2008

Due: Exam #1 (covers Unit 1, Chapters 1-3) in Week 4 (Monday, September 15th).

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 7 AND 8: TODDLERHOOD (Ages 2-3) AND EARLY SCHOOL AGE (Ages 4-6)

Dates: Monday, October 6 and Monday, October 13, 2008

Due: No assignment to be submitted.

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 9: MIDDLE CHILDHOOD (Ages 6-12)

Date: Monday, October 20, 2008

Due: No assignment to be submitted.

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 10 and 11: EARLY AND LATER ADOLESCENCE (Ages 12-18 and 18-24)

Dates: Monday, October 27 and Monday, November 3, 2008

Due: **Exam #2** (covers Units 2-4, Chapters 4-8) in week 10 (Monday, October 27th).

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 – WEEKS 12 & 13: EARLY ADULTHOOD (Ages 24-34)

Date: Monday, November 10 & 17, 2008

Due: **Assessment exercise.**

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 - WEEK 14: MIDDLE ADULTHOOD (Ages 34-60) and LATER ADULTHOOD (Ages 60-75)

Date: Monday, November 24, 2008

Due: Paper due.

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 - WEEK 15: VERY OLD AGE (75 until death) and UNDERSTANDING DEATH, DYING, AND BEREAVEMENT

Date: Monday, December 1, 2008

Due: No assignment to be submitted.

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: Monday, December 8, 2008 (Exact time and date TBA).

Due: Exam #3 (covers Units 5-8, Chapters 9-15)

Selected References: Assessing I

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- Lauer, R.H., Lauer, J.C. & Kerr, S.T. (1995). The longterm marriage: Perceptions of stability and satisfaction. In J. Hendricks (Ed.), *The ties of later life* (pp. 35-41). Amityville, N.Y.: Baywood.
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- Lightfoot, C. (1997). *The culture of adolescent risk-taking*. New York: Guilford Press.
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Chapter 1 Study Guide (Text)

Development through Life Perspective

1. What are the five major assumptions underlying the organization and structure of the course text? How useful are these assumptions in understanding human development? Why? (p. 5)
2. Identify at least five (5) different components of the biological, psychological, and societal systems and describe a minimum of two factors that may influence change in each of these systems. (pp. 6-7)
3. What are two (2) examples of ways that the psychological system is influenced by the biological system? What two (2) examples of ways that the psychological system is influenced by the societal system? (pp. 6-7)
4. Explain the relationship between the three systems (biological, psychological, and societal) and the psychosocial approach. (pp. 6-7)
5. How does the case of Rose illustrate the integration of the biological, the psychological, and the societal systems? (p. 11)
6. Explain whether poverty is a risk factor for development. What are the psychosocial, biological, and societal aspects of poverty? (pp. 8-9)
7. What are examples of the ways the biological, psychological, and societal systems impact life expectancy? (pp. 11-12)

8. What changes have occurred in life expectancy over this century? What are some factors that contribute to longevity? (pp. 11-14)
9. Based on the overview of the psychosocial approach, discuss how the meaning that we make of our experiences may change over time. What influences may affect this change? How? (pp. 9-10)

Chapter 2 Study Guide (Text)

The Research Process

1. What is the difference between random sampling and other types of sampling? What are the implications for generalizability of each of the five approaches to sampling? (pp. 20-23)
2. Does the cohort sequential design make up for the weaknesses of the cross-sectional and the longitudinal design? How? Describe how each of the four designs for studying human development accounts for patterns of change and continuity. (pp. 31-33)
3. Compare and contrast survey research with the case study approach in studying human growth and development. Describe how each of the four designs for studying human development account for patterns of change and continuity. (pp. 31-33)
4. Explain why it is important to follow established ethical guidelines when conducting research with human subjects. What are the most important ethical principles in conducting research on human subjects? (pp. 34-35)
5. What are the characteristics of scientific observation? How are theory and scientific observation linked? What steps need to be taken to ensure that such observation is objective? (pp. 19-20)
6. Explain the qualitative inquiry method and its processes. (pp. 18-20)
7. What is the relationship between theory and research in the scientific process? (pp. 18-20)
8. Explain the three qualities of the scientific process. (pp. 18-20)
9. What is the relationship between the positivistic and qualitative approach as the scientific process? (pp. 18-20)
10. Explain the principles of research design. (pp. 20-23)
11. What are the strengths and weaknesses of each of the five general research categories? (pp. 23-31)

Chapter 3 Study Guide (Text)

Psychosocial Theory

1. What questions must one ask in order to understand a theory? Why? How would you answer each question from the perspective of psychosocial theory? (p. 38)
2. Describe four questions that a theory of human development must address. Evaluate how effectively psychosocial theory addresses each of these questions. (p. 39)
3. Discuss how the six basic concepts of psychosocial theory provide the basic structure for understanding human development. Then explain how psychosocial theory accounts for positive and negative development over the lifespan. (pp. 39-53)
4. What are the three strengths and three weaknesses of psychosocial theory? (pp. 54-58)
5. Describe the following:
 - a. stage of development (pp. 40-41)
 - b. coping (pp. 50-52)
 - c. psychosocial crisis (pp. 44-46)
 - d. developmental task (pp. 43-44)
6. How have the authors of the text expanded on the work of Erikson? Why? How useful is this way of conceptualizing developmental stages? (p. 41)

Chapter 4 Study Guide (Text)

Major Theories for Understanding Human Development

1. How are the concepts of evolutionary theory, which focuses on species adaptation over long periods of time, related to issues of human development within a within a single lifetime? (pp. 63-64)
2. Each of the seven theories covered in the chapter places a slightly different emphasis on biological/hereditary factors and environmental factors in accounting for development. (For example, cultural theory places emphasis on the role of the environment.) For each theory, briefly state the importance given to heredity, the importance given to the environment, and the importance given to the relationship between heredity and the environment. (pp. 63-65)
3. Describe the major contributions, including key concepts, of each of the theories below to an understanding of stability and change over the lifespan:
 - a. Cultural theory (pp. 78-81)
 - b. Psychosexual theory (pp. 65-68)
 - c. Social roles theory (pp. 81-82)
 - d. Systems theory (pp. 82-86)
4. What do the learning theory, social role theory, and cultural theory have in common? (pp. 73-82)
5. Of the theories discussed in this chapter, which ones seem to be most closely related to psychosocial theory? What does psychosocial theory add to the study of development that these theories do not provide? (pp. 63-86)
6. Describe the following:
 - a. open systems (pp. 82-83)
 - b. reference group (see glossary)
 - c. social roles (pp. 81-82)
 - d. rites of passage (see p. 303 and lecture notes)
 - e. social role (p. 81)
7. Discuss Piaget's theory of cognitive development. (pp. 68-70)
8. Explain the similarities and differences between Freud's psychosexual theory and Erikson's psychosocial theory, particularly as related to their views on middle childhood, functions of the ego system and development during the life cycle. (pp. 65-68, see pp. 40-41 in Chapter 3 again, lecture notes, and handouts)
9. Distinguish among the following:
 - a. the three domains of consciousness (pp. 65-68)
 - b. the three structures of personality (pp. 65-68)
 - c. the four dimensions of social roles (pp. 81-82)
 - d. the five psychosexual stages (pp. 65-68)
 - e. the four stages of cognitive development (pp. 68-72)
 - f. the three levels of moral development (pp. 233-235 and lecture notes)
10. Identify Erikson's eight developmental stages and the psychosocial crisis associated with each stage. How does resolution of each crisis contribute to psychosocial growth? (pp. 65-68, see pp. 40-41 in Chapter 3 again, lecture notes, and handouts)

11. Explain Kohlberg's theory of moral development. (For more information, also see the table and discussion on pp. 233-235 of the text.)
12. Describe Maslow's theory of self-actualization and hierarchy of needs. (See lecture notes. For additional information, also view the figure and discussion on pp. 390-392 in the text.)

Chapter 5 Study Guide (Text)

The Period of Pregnancy and Prenatal Development

1. Explain how genetic information is passed from parents to child. (pp. 92-96)
2. Discuss the three ways that genetic information contributes to individual differences. (pp. 96-98)
3. How does the concept of a reaction range help explain how heredity and environment interact to produce observed behaviors? (pp. 100-101)
4. Describe the three major developmental milestones in each of the three trimesters of the prenatal period. At which period is the fetus most vulnerable to the disruptive effects of teratogens? (pp. 103-111)
5. Describe four or five major developments of fetal growth during the three trimesters:
 - a. first trimester (pp. 103-108)
 - b. second trimester (pp. 108-110)
 - c. third trimester (pp. 110-112)
6. The mother and the developing fetus are described as interdependent interactive systems. What are four ways that the mother influences fetal growth? What are four ways that the fetus influences the mother? Identify how three different teratogens may affect the fetus. (pp. 113-117)
7. Explain ways fathers can be involved during pregnancy and childbirth. (pp. 116-117)
8. How might a mother's age, smoking, use of alcohol or other drugs affect fetal development? (pp. 118-124)
9. What impact might poverty have on development? (p. 118)
10. What are some examples of solicitude versus shame and adequacy versus vulnerability as they apply to how cultures view pregnancy and the pregnant couple? For what reasons can culture be considered "culturally constructed," meaning that the way pregnancy is viewed may depend on cultural beliefs, traditions and technologies? (pp. 124-128)
11. Identify factors that may influence a woman's decision about whether to have an abortion. What seems to be involved in societal controversy about abortion? What appears to be the psychosocial impact of abortion for men and women? (pp. 128-132)

Chapter 6 Study Guide (Text) Infancy (First 24 Months)

1. List the major competencies in each of the following domains of the sensory/perceptual system that occur during the first few months of life: hearing, vision, taste and smell, and touch. (pp. 137-142)
2. Describe the four patterns of attachment identified below, noting the behaviors that are characteristic of the infant and the parenting behaviors that are likely to lead to development of each pattern: (pp. 153-154)
 - a. secure attachment
 - b. anxious-avoidance-attachment
 - c. anxious-resistant-attachment
 - d. disorganized attachment
3. Describe sensorimotor intelligence and its six phases. (pp. 157-158)
4. What is object permanence, how is it studied, and why is it important? (pp. 159-160)
5. Describe emotional development through infancy. Identify the major events that occur in the differentiation, interpretation, and regulation of emotion during infancy. (pp. 161-166)
6. Discuss the psychosocial crisis of infancy. Describe the development of trust and mistrust in infancy. How might each of these orientations affect development in later stages? (pp. 167-168)
7. Describe the processes through which infants and caregivers achieve mutuality in their interactions. (pp. 168-169)
8. Identify the motor skills acquired during the first year of life. (pp. 143-146)
9. Describe the following:
 - a. critical period (pp. 170-171)
 - b. temperament (pp. 146-148)
 - c. stranger anxiety (p. 150)
 - d. separation anxiety (pp. 151-152)
10. Why is the parental role so significant during infancy? Are there differences in how women and men may respond to this role? Describe important things that parents can do to foster optimal emotional and cognitive development in their infants. How should parents respond to the safety needs of their infants? When do parents need to be advocates for their infants? How? Why is social support important in assisting parents to perform their parenting roles? (pp. 171-174)

Chapter 7 Study Guide (Text)

Toddlerhood (Ages 2 and 3)

1. What are some of the significant achievements in the toddler's capacity for locomotion? (pp. 183-185)
2. What are five representational skills acquired during toddlerhood? (pp. 185-197)
3. Describe the process of language development by toddlers. In what ways do caregivers contribute to language acquisition during toddlerhood? What are major accomplishments in language development during toddlerhood? (pp. 185-197)
4. Discuss the importance of play for the toddler and how fantasy play changes during toddlerhood. What are the four dimensions along which the capacity for fantasy play changes during toddlerhood? (pp. 197-202)
5. How do language and symbolic play differ as strategies the toddler can use for expressing inner feelings and for solving problems? (pp. 197-202)
6. What are the factors that contribute to a toddler's growing ability to exercise self-control and display autonomy? What factors interfere with this ability? (pp. 202-206)
7. Discuss the importance of imitation for the toddler. (p. 210)
8. Describe the psychosocial crisis of toddlerhood. How might different discipline techniques contribute to the resolution of the psychosocial crisis of autonomy versus shame and doubt? (pp. 208-210)
9. What is the controversy regarding childcare in the U.S.? What are the psychosocial needs of toddlers that must be considered as this controversy is resolved? (pp. 214-218)
10. For what reason might a child at this stage of development "acquire" an imaginary companion/playmate? (pp. 201-202)
11. Detail how poverty influences a toddler's biopsychosocial development. (pp. 212-214)

Chapter 8 Study Guide (Text)

Early School Years Age (4 to 6 years)

1. What are the four (4) dimensions of gender identification? Give an example of each. Explain the difference between the individual differences perspective and the constructivist perspective for explaining gender differences. (pp. 225-226)
2. How does each of the following contribute to morality during the early school age period? (pp. 230-241)
 - a. rewards and punishment
 - b. empathy
 - c. perspective taking
 - d. moral standards
 - e. parental discipline
 - f. moral reasoning
 - g. parental identification
3. What is self-theory? Discuss the relevance of this theory during early school age. (pp. 243-246)
4. What is self-esteem? Why might the early school age period be a time when self-esteem is especially vulnerable to fluctuations? (pp. 247-248)
5. Discuss how identification contributes to the resolution of the psychosocial crisis of initiative versus guilt? (pp. 254-256)
6. Compare and contrast parents' and teachers' measures of kindergarten readiness. (pp. 257-260)
7. What are the issues involved in assessing school readiness? Who is responsible for meeting the national goal for school readiness? Why? What factor may affect a child's ability to adapt to the school environment? (pp. 259-260)
8. How would you describe the impact of television on the behavior of early school age children? What are steps that can be taken to protect children during this developmental stage from the influence of media violence? 239-243)
9. Describe the importance of the following for the early school age child: (pp. 248-251)
 - a. group play
 - b. group games
 - c. friendship groups

Chapter 9 Study Guide (Text)

Middle Childhood (6-12 Years)

1. How do friendship and peer interactions promote cognitive and social development during middle childhood, especially as related to perspective-thinking, social norms, acceptance and rejection by peers (pressures of peers), and closeness to same-sex peers? What three lessons do children learn for interactions with their peers? How do the friendships of boys and girls differ? What is the meaning of these differences? (pp. 265-270)
2. Discuss cognitive development during middle childhood by identifying the capacities for conservation, classification, and combinatorial skills that children develop. How might development of these skills influence a child's social relationship and self-evaluations? (pp. 270-275)
3. Discuss the psychosocial crisis associated with middle school age. In what ways might teachers and parents work together to create a sense of industry and academic excellence in middle childhood age children? How might the psychosocial crisis of industry versus inferiority be linked to one's attitude about work in later stages of life? (pp. 282-285)
4. How might experiences in team play contribute to a child's social and cognitive development, especially as related to an understanding of interdependence, division of labor, and competition? How is team membership related to learning about in-group and out-group attitudes? (pp. 285-288)
5. Explain how parents' gender role beliefs influence a child's performance, competence, and interests. Give an example. (See various sections of the Chapter.)
6. Why is reading one of the most significant activities for children during this stage of development? How can parents help their children improve this skill? (pp. 277-278)
7. Discuss self-evaluation and self-efficacy during middle childhood. (pp. 280-281)
8. What is a self-fulfilling prophecy? How is this concept related to teachers' expectations and behaviors, as well as the expectations and behaviors of parents? (pp. 282-283)
9. Compare what may occur in social skill development for children who are accepted by their age mates with social skill development for children who are rejected by their age mates. (See various sections of the Chapter.)
10. What disorders may affect the school success of children during middle childhood? (See various sections of the Chapter.)
11. What may be consequences of exposure to violence for children during this stage of development? Identify factors that seem to promote and nurture violence among children in middle childhood. What steps can be taken to prevent or reduce the negative impact of exposure to violence? (pp. 296-299)

Chapter 10 Study Guide (Text)

Early Adolescence (12-18 Years)

1. What kind of psychological changes might be triggered by the physiological changes of puberty? What personal, family, cultural, and environmental factors seem to help adolescents during this stage of development cope effectively with these changes? What factors appear to lead to dissatisfaction with these changes? (pp. 303-309)
2. In what ways do males and females respond differently to the physical changes associated with puberty? Compare and contrast the consequences of early and late puberty maturing for males and females. (pp. 304-308)
3. What are the six (6) new skills that are associated with the acquisition of formal operational thought? What types of life experiences foster development of formal operational thought? (pp. 310-312)
4. What are the key elements of emotional development that occur during early adolescence? (pp. 315-321)
5. What are the basic characteristics of the problems of anorexia nervosa (eating disorders), delinquency, depression and teen pregnancy? Why are these problems especially linked to development during adolescence? (pp. 315-321)
6. What are the consequences of parent-adolescent interaction for adolescent-peer relationships? Describe some of the ways in which an adolescent's relationship with his/her parents changes during the period from 12 to 18. (pp. 323-324)
7. Describe the ways in which contextual and cultural factors influence sexual relationships of early adolescents. What are some of the reasons that adolescent girls in the United States have such a high rate of pregnancy? What are the factors associated with initiation of sexual intercourse during adolescence? What are the most common problems and risks associated with adolescents' sexual behaviors? What can be seen as the consequences of adolescent parenthood? (pp. 324-327)
8. What are some of the positive and negative aspects of peer pressure and reference groups on personal development in early adolescence? (pp. 321-324)
9. Describe the psychosocial crisis associated with early adolescence. How do ethnic group identity and peer pressure influence resolution of the crisis? How do the developmental tasks of early adolescence contribute to the ability to solve this crisis? (pp.333-339)
10. Discuss egocentrism during early adolescence. Distinguish between the personal fable and imaginary audience of 12-18 year old adolescents. (p. 313)
11. What are the four interconnected elements of group identity? What kinds of experiences contribute to each of these elements? (pp. 334-335)

Chapter 11 Study Guide (Text) Later Adolescence (18-24 Years)

1. How might the college experience influence autonomy from parents? (pp. 350-351)
2. Explain how culture influences gender identity through its impact on:
 - a. gender-role standards
 - b. the expression of sexuality/sexual impulses
 - c. gender-role preferences
3. Describe moral reasoning during later adolescence. What are the three challenges to Kohlberg's view of moral development? (pp. 359-361)
4. Describe the process of career choice and factors influencing career decision making. Explain how current changes in the labor market might affect career choice in later adolescence. (pp. 366-368)
5. Describe how gender socialization, gender identity, and career choice are related. (pp. 366-368)
6. Discuss the following identity statuses: (pp. 371-373)
 - a. identity achievement
 - b. identity foreclosure
 - c. moratorium
 - d. identity confusion
 - e. negative identity
7. Identify the psychosocial crisis associated with later adolescence. How do gender differences, ethnic identity, and role experimentation influence resolution of this crisis? (pp. 373-377)
8. Discuss how the American culture constructs gender-differentiated roles. What are the characteristics of these roles? What socialization patterns enforce these roles? (pp. 353-338)
9. Compare and contrast the process of identity development for males and females. (See various sections of the Chapter.)
10. Explain the process of ethnic-identity development. What factors appear to influence its development? 377-379)

Chapter 12 Study Guide (Text)

Early Adulthood (24-34 Years)

1. What are the four phases in the mate selection process? What factors determine whether the relationship moves along or terminates? (pp. 374-379)
2. What are the major sources of stress in dual-career? How does an adjustment differ in dual-earner marriages? (pp. 402-410)
3. What is the impact of the birth of a child on the marriage relationship?
4. How might the work setting stimulate new learning in adulthood? Discuss the impact of demands from the workplace on the achievement of a sense of intimacy in early adulthood. (pp. 409-415)
5. What are the four factors that influence the formation of one's lifestyle in early adulthood? What are the possible consequences of the delay in the age of the first marriage on the establishment of the lifestyle in early adulthood? (pp. 415-417)
6. Discuss the concept of intimacy. Why is it important in development? What skills may result from achieving intimacy? What are the difficulties in achieving a sense of intimacy? What effect may one's resolution of the crisis of intimacy versus isolation have on later life? What factors in the socialization of men and women pose barriers to the achievement of intimacy? (pp. 417-422)
7. According to Kram's career development model, how do concerns about career commitment, advancement, and relationships change over the early, middle, and later phases of one's career? (pp. 413-419)
8. What factors differentiate the first stage of adulthood from the earlier stages of development? (See various sections of the Chapter.)
9. Explain how life roles and the social clock might influence one's adaptation across the lifespan. (pp. 387-390)
10. How might being a parent help people understand the effects of their own past experiences in their adult lives? In what ways might being a parent help adults achieve new levels of understanding about their own personalities? (See various sections of the Chapter.)
11. What are the major concepts of social role theory? (pp. 387-388)
12. What are the three concepts from fulfillment theory that are relevant to the study of adulthood? (389-392)
13. Discuss the factors that account for divorce from national, community, and couple levels of analysis. (423-428)

Chapter 13 Study Guide (Text)

Middle Adulthood (34 to 60 Years)

1. In middle adulthood: (pp. 432-442)
 - a. what are the major challenges in managing a career?
 - b. explain the idea of reciprocity between work experiences and individual growth.
 - c. what are the competing demands of work and family life?
 - d. what are some of the factors that reduce the potential conflicts between work and family life?
2. Relate the strains of job loss to the psychosocial crisis of generativity versus stagnation. (pp. 440-442)
3. What are the three requirements for maintaining a vital marriage? (pp. 442-446)
4. How might involvement in parenting contribute to cognitive and emotional development in adulthood? (pp. 446-451)
5. How do the developmental needs of adult children and their aging parents complement each other? How might they conflict? (pp. 446-451)
6. Why is creativity especially essential for resolving the psychosocial crisis of middle adulthood? For each of the following household management tasks, provide an example of creative problem solving and relate how each task helps an individual achieve generativity: (pp. 461-463)
 - a. managing financial resources
 - b. keeping the house safe and clean
 - c. maintaining relationships with family and friends
7. Explain how the responsibilities of parenthood in the following periods of family development contribute to adult development: 446-449)
 - a. when children are toddlers
 - b. when children are early and middle school age
 - c. when children are adolescents
 - d. when no children are living at home
 - e. grandparenthood
8. Explain why it is difficult in our society for aging parents to accept help from their adult children. Compare and contrast how parenting and caring for an aging parent contribute to adult development. What are some examples of new learning that may emerge in these two roles? (pp. 449-451)
9. Based on what you have read about the developmental tasks and psychosocial crisis of middle adulthood, speculate on how living during the period might influence one's psychosocial development. (pp. See various sections of the Chapter.)
10. Link the experience of homelessness to the psychosocial crisis of generativity versus stagnation. (p. 456)
11. List and explain the factors that account for race, ethnic and gender discrimination in the workplace (pp. 463-466)

Chapter 14 Study Guide (Text)

Later Adulthood (60 to 75 Years)

1. What are the four problems that make it difficult to define and measure intelligence in later adulthood? (pp. 475-476)
2. What are some suggestions for prompting optimal intellectual functioning in later adulthood (i.e., describe an ideal environment that would prevent the deterioration of cognitive abilities and would optimize cognitive functioning)? (pp. 475-479)
3. In what ways does grandparenthood make demands for new behaviors in later life? Discuss the reciprocity between grandparents and grandchildren. How do grandchildren contribute to psychosocial well-being for grandparents? How do grandparents contribute to psychosocial well-being for grandchildren? (pp. 481-485)
4. In what ways does widowhood make demands for new behaviors in later life? (pp. 481-485)
5. What kinds of objective and subjective factors seem most central to being able to accept one's life in later adulthood? (pp. 471-475)
6. In what ways do older adults differ from those in early and middle adulthood with respect to their point of view about death? What is bereavement? What are some of the challenges of coping with death that are especially challenging for those in later adulthood? (pp. 490-492)
7. Describe the concept of integrity and explain why it may be especially difficult to achieve a sense of integrity in later adulthood? Suppose a large proportion of older adults in a society fail to achieve a sense of integrity, and instead close their lives in a state of despair. What would be the implications of this outcome for individuals in earlier life stages? (pp. 493-496)
8. Compare and contrast the psychosocial stages of middle and later adulthood. What skills are important in both periods for successful development? What characteristics of behavior in middle adulthood must change in order to develop successfully in later adulthood? (See various sections of the Chapter and the previous Chapter.)
9. What are the four developmental tasks associated with later adulthood? How are they related to the ability to resolve the psychosocial crisis of integrity versus despair? (pp. 471-493)
10. What are the challenges individuals face in trying to adjust to retirement? How is the ability to cope effectively with retirement related to the developmental tasks of later adulthood? (pp. 496-498)
11. What are the primary benefits of leisure activities for older Adults? How typical is it for older adults to be involved in various types of leisure activities (pp. 487-490)
12. What are the basic features of wisdom? What kinds of life experiences promote the development of wisdom? (pp. 495-496)

Chapter 15 Study Guide (Text)

Very Old Age (75 until Death)

1. What are the challenges that behavioral slowing, sensory change, and vulnerability to illness and chronic conditions pose to the very old? What are some examples of coping strategies that can be used to adapt effectively to these changes?(pp. 508-512)
2. How does the formation of a psychohistorical perspective contribute to a sense of immortality? (pp. 514-516)
3. What are some examples of changes in lifestyle that are likely to take place in very old age? (See various sections of the Chapter.)
4. What are five ways of achieving a sense of immortality? How does the development of a sense of immortality contribute to the psychological status of a very old person? What are some of the likely psychological consequences of the development of feelings of extinction? (pp. 525-526)
5. Evaluate the concept of gender-role convergence in later adulthood. How do gender-role attitudes and behavior appear to change in very old age? How are they consistent with attitudes and behaviors of earlier stages of adulthood? (pp. 522-525)
6. What is social support? How does it contribute to the health and well-being of very old adults? Discuss the importance of ethnic identity as a source of social support for very old people in the United States. (pp. 529-531)
7. What are five ideas for promoting optimal functioning among the frail elderly? (pp. 532-534)
8. What is the longevity revolution? What are implications of this revolution for the psychosocial stage of very old age? (pp. 504-505)
9. What are the three developmental tasks associated with very old age? How do they contribute to the resolution of the psychosocial crisis of immortality versus extinction? (pp. 507-525)
10. Describe the living arrangements for older adults and the implications of decisions about where to live for optimizing functioning in later life. (pp. 517-521)
11. Evaluate the notion of sex-role convergence in later adulthood. In what domains do sex-role attitudes and behaviors appear to change in very old age? In what domains are they consistent with attitudes and behaviors of earlier stages of adulthood? (pp. 522-534)

Chapter 16 Study Guide (Text)

Understanding Death, Dying and Bereavement

1. Give examples of how death may give meaning to life at four (4) different stages of development (pp. 538-539).
2. Explain the difference between cardiopulmonary death and whole brain death (pp. 539-540).
3. Discuss three (3) factors that help us understand some of the differences people experience in the process of dying (p. 540).
4. Explain what is meant by a “good death.” How does hospice help achieve a good death? (pp. 542-543)
5. Give four (4) examples of cultural approaches to death-related rituals. What are the functions of these rituals? (pp. 545-548)
6. What does research tell us about factors that influence the process of adjusting to the death of a loved one? (pp. 549-551)