

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 513 Lifespan and Neurophysiologic Development in a
Cultural, Ecological, and Transactional Framework
(4 credit hours)
Fall, 2007**

Instructor: Rebecca (Becky) Bolen, Ph.D.
203 Henson Hall
865-974-3209
rbolen@utk.edu

**Room 206
Wednesday 5:45 – 9:45**

Office Hours: By appointment

CODE OF CONDUCT

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

THE HONOR STATEMENT

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2007).

DISABILITY

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

COURSE DESCRIPTION

This is a required Foundation course. Course content includes: theories, frameworks, and research that address culturally sensitive understanding of human development and behavior; effects of risk/protective factors, culture, and other environmental effects, such as poverty, on developmental milestones; neurophysiologic development across the lifespan, starting with early childhood, the profound influence of the environment on these processes, and implications for early prevention, treatment, policies, and services; identification, assessment, and treatment of developmental delays and neurodevelopmental disorders. Processes critical to understanding human behavior and community risk and resilience for vulnerable populations

are emphasized.

This course examines frameworks, theories, and research that address a culturally sensitive understanding of human development and behavior. Lifespan and neurophysiologic development in an ecological and transactional framework provides a foundation for understanding the processes of human development and how these processes are influenced by culture and the environment. The course examines the effects of risk and protective factors at various ecological levels, such as attachment, poverty, and culture on developmental milestones. It includes neurophysiologic development across the lifespan, starting with early childhood; the profound influence of the environment on these processes; and implications for early prevention, treatment, policies, and services. Typical development will be covered as well as atypical developmental patterns that are consistent with neurodevelopmental disorders. Processes critical to human behavior and risk and resilience for vulnerable populations are emphasized to understand individual or family behavior.

Content in this course will be illustrated and centered around a case study approach in which students read case studies that are paired with theoretical and research material. Class discussion about the theoretical and research material will be linked to case studies, and students will use theory and research to construct hypotheses about individual or family adaptation to the environment. In addition, students will practice forming research questions and going to the literature to assess what is known about their questions.

COURSE RATIONALE

To practice accountably and effectively, social workers must be able to understand their clients and their presenting issues within their clients' environmental, cultural, and developmental contexts. In supportive environments, individuals flourish as they progress through developmental stages and stage-salient tasks. Other environments, because of risk factors associated with them, are less supportive of wellbeing. Even so, brain plasticity provides humans with an amazing capacity to adapt to these less supportive and sometimes frankly maladaptive environments, although sometimes at great cost to themselves. Especially for young children, the costs to the developing brain of less adaptive environments are profound because their brains actually become organized around repeated experiences within these less adaptive environments. Neurophysiological changes and behaviors resulting from these earlier less adaptive environments are often conceptualized by clinicians as psychopathology or presenting problems of clients. Understanding human development as a series of processes mediated by the brain within an environment-dependent context profoundly reframes not only our understanding of our clients and their presenting problems, but also how to intervene appropriately with clients and their environments. This different understanding of human development also suggests the critical importance of effective prevention programs and social policies that promote wellbeing, as well as interventions directed at changing the larger environments of individuals. Thus, knowledge gained in this course will allow social workers not only to better understand, contextualize, and assess clients and their presenting problems, but also to develop more appropriate interventions, prevention programs, or policies for working with or for the benefit of clients and for the necessary environments to support human wellbeing.

COURSE COMPETENCIES:

By the completion of this course, students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Articulate, critically analyze, and apply an ecological, transactional (risk and resilience) and developmental perspective of adaptive and maladaptive human development and behavior across the lifespan to the understanding and assessment of client systems and to reciprocal relations among individuals and families. (HBSE-F.1, Pops at-risk & SJ-F.1; Diversity-F.3, F.4; CT/EBP-F.1). (*content: attachment theory and neurophysiology as the major foundations with brief comparisons and contrasts to others; risk and resilience; cultural similarities and differences in development and behavior.*)
2. Assess the validity of historically significant theories of human behavior and development for current social issues and problems that clients experience. (HBSE-F.2; Diversity-F.3, F.4; CT/EBP-F.1, F.2, F.3). (*content: brief comparisons and contrasts of major historical theories as appropriate, including psychoanalytic theory, Piaget, Kohlberg, Erikson, Vygotsky, and others.*)
3. Evaluate and apply evidence-based theories of human development and behavior that are sensitive to gender, class, age, race/ethnicity, sexual orientation, family structure, disability status, and worldview. HBSE-F.3; Pops at-risk & SJ-F.4; Values/ethics-F.1; Diversity-F.3, F.4; CT/EBP-F.1, F.3, F.4) (*content: evidence for application of attachment theory and neurophysiology with specific attention to gender, class, race/ethnicity, sexual orientation, family structure, disability status, and worldview.*)
4. Explain the roles of neurophysiology, adaptive and maladaptive environments, and experiences, including the effects of trauma and chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span. (HBSE-F.4; CT/EBP-F.3, F.4, F.5). (*content: basic introduction to Mendelian genetics and the Human Genome Project; epigenesis and gene expression; effects of stress and trauma on hormones, brain development, and gene expression; effects of early deprivation and parenting on brain development and gene expression; Hobfoll's conservation of resources theory; major developmental disabilities across the life span.*)
5. Conduct a scientific review of empirical evidence and theory to address questions about human development and behavior across the lifespan. (Values/ethics-F.3; HBSE-F.7; CT/EBP-F.3, F.4, F.5). (*content: construction and use of theories; how theories are tested; examples and meaning of testing of attachment, neurophysiological theories, and other theories across the lifespan; comparisons and contrast to non-evidence-based theories.*)

REQUIRED BOOKS

Gardiner, H. W., & Kosmitzki, C. (Eds.) (2008). *Lives across cultures. Cross-cultural human development* (4th edition). Boston, MA: Allyn & Bacon.

RECOMMENDED BOOKS

For those with no previous course on human development, a text on human development across the lifespan may be of great help for providing background information.

Writing with Style: APA Style for Social Work. Lenore T. Szuchman & Barbara Thomlison. Wadsworth Publishing; 2nd edition.

READINGS

All readings other than those from the required text are on the BlackBoard site for this class and can be downloaded or read from there. Class time is used to integrate the reading material through lectures, discussions and experiential learning. Students are expected to come prepared to discuss, analyze and critique all assigned readings.

CONTACT INFORMATION

I attempt to remain readily available to students during the semester. If for any reason you are struggling, have questions about an assignment, need to let me know what is going on with you, or just want to talk, please do not hesitate to contact me. I am easily contacted by email and usually will reply as soon as possible. During the semester I monitor my email closely unless out of town. We can set up a phone conversation, meeting, or converse by email. Also feel free to talk with me during break or after class to set up a time to talk.

GRADING CRITERIA

Participation	10 points
Surveys of readings	5 points
Ecological analysis of individual	15 points
Paper on observation of infant	15 points
Paper on multiple identities of adolescent	15 points
Paper on ecological analysis of young adult	40 points

Final Grade

The University of Tennessee does not award minus grades at the graduate level. Therefore, the following grading scale will be used for the final grade:

93 – 100	A
88 – 92	B+
83 – 87	B
78 – 82	C+
73 – 77	C
68 – 72	D+
63 – 67	D
<63	F

Class Participation

Full participation creates an effective learning environment. Students will be expected to contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. Each student is a learning resource for other students and faculty.

The common foundation for discussion rests with the readings. You will have the opportunity to participate in small groups as well as in larger class discussions. **Class participation counts for 10% of your grade** and is evaluated on the following criteria: attendance and level of preparation demonstrated in oral questions and comments in small and large group discussions.

Attendance is critical to your capacity to integrate this material. For that reason, your participation grade will be reduced by one letter grade for each absence, unless you are ill or for other extenuating circumstances. **If you miss more than three times**, you will be asked to withdraw from the class except in extenuating circumstances.

Survey of Readings

On a weekly basis students will be asked to complete a survey of the assigned readings for that week. The purpose of this survey is twofold—first to provide feedback regarding the usefulness of each reading, and second to provide a method of making sure that students are remaining current with the readings. As a knowledge-based course, the primary means of imparting this knowledge is through the readings. For this reason and because readings build upon previous ones, it is therefore critical that students do not get behind.

The survey each week will ask for just a few sentences for each reading on how it is beneficial in furthering your knowledge, or alternately, why it is less helpful. Your response should take only a few minutes. You will not be graded on your answers, only that you complete the survey each week. For each week that you do not complete the survey, one point will be deducted up to a maximum of five points. At this point you will be asked to withdraw from the course since you will have missed significant content. If you are only able to read some of the readings, please respond to those readings on the survey so that you receive partial credit for that week.

Summary of Paper Assignments

The primary assignments for this course are a series of four papers—three focused and one comprehensive—that progressively build skills in observing, listening to, and understanding individuals. The ultimate purpose of these papers is to help you gain knowledge and skills that will help you better assess your clients and develop targeted interventions. Because of the complexity of the framework presented in this class, the first three papers, which will be approximately 5 to 7 pages each, will focus on pieces of the framework. These papers include an interview with a person of our choosing to discuss the context within which the person resides. The second developmental assessment will derive from an observation of an infant. The third is a cultural analysis of the multiple identities of an adolescent. The final paper will bring the full framework together in a final interview with an elder. All papers will be submitted via the Dropbox on the course Blackboard site.

I am vastly more concerned in this class that you have the opportunity to do an assignment well and to learn from it than I am about the due date. Having said this, the due date is not to be abused. I am willing to change the paper's due date on an individual basis with enough notice (i.e., not 1 or 2 days before unless there is an extenuating circumstance) but for valid reasons only. These could be having too many papers due during a given week, having a *major* family ritual that has long been scheduled for a particular time, having been ill, a family illness or

death, and others. Please talk with me as far in advance as possible to consider whether an alternate due date is appropriate.

Grading Criteria for Individual Papers

Papers will receive both a letter grade and the equivalent points for the assignment. The objectives for each paper represent the primary content areas upon which the papers will be assessed. In addition, writing quality (including APA style) and organization of the paper will contribute to your grade. They will have a lesser impact upon earlier papers than later papers.

An **A+** paper will do an exceptional job of presenting the content for the paper while drawing upon needed references; will be insightful throughout; will address all objectives; will be well-organized with a high level of writing quality; and will use APA referencing style for sources. This grade is reserved for only those very few papers throughout the semester that demonstrate the highest standards.

An **A** paper will do a very good job of presenting the content for the paper while drawing upon needed references; will demonstrate insight, will be well-organized with a high level of writing quality; will address all objectives; and will use APA referencing style for sources. This paper is considered to be of excellent quality. To receive a grade of **A**, all areas must be met.

A **B** paper presents the content for the paper, but exhibits less insight and may not adequately draw upon needed references; may suffer from a lesser quality of writing and organization; and adequately addresses all objectives. This paper is considered to be of average quality. Papers may also be awarded a **B** if they meet expectations for a higher grade but fail to include all objectives.

A **C** paper does not adequately address the objectives or may fail to include all objectives, may be poorly written, may exhibit poor insight, and may fail to draw upon needed references.

A **D** or lower paper has significant problems throughout the paper and fails to address all objectives.

Papers that fall between two grades will be scored accordingly. For example, grades that will be awarded between B and A include B+, 90, and A-, depending on how closely they achieved the criteria. Because a mid-point grade is used (e.g., 90, 80, 70), I typically do not round final grades up.

SYLLABUS SUMMARY

Session	Content	Assignments	Date
1	Course overview Establishing a framework		Aug. 22
2	Neurophysiological development		Aug. 29
3	Neurophysiological development, cont.		Sept. 5
4	0 to 3	Ecological analysis of individual	Sept. 12
5	Preschool		Sept. 19
6	Childhood	Paper on observation of infant	Sept. 26
7	Adolescence		Oct. 3
8	Cultural identity development: Multiple identities		Oct. 10
9	Stress, coping, and adaptation	Paper on multiple identities of adolescent	Oct. 17
10	Emerging and young adulthood		Oct. 24
11	Families and parenting		Oct. 31
12	Middle adulthood	Paper on adult adaptation to stress or trauma	Nov. 7
13	Late adulthood		Nov. 15
	THANKSGIVING BREAK		Nov. 22
14	Summary and Evaluation	Elder paper	Nov. 29

NOTE: Readings may change slightly until the beginning of class.

Session 1: Course Overview
Establishing an ecological, developmental, transactional framework

Required Readings:

- Gardiner & Kosmitzki,
Chapter 2, pp. 19 – 33 (If you have not had previous coursework on theories presented on pages 33 – 40, please read those as well.)
Chapter 3, pp. 54 – 58
Chapter 7, pp. 166 - 170
- Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). Chapter 1. What is developmental psychopathology? In *Developmental psychopathology and family process: Theory, research, and clinical implications* (pp. 17 – 34). New York, NY: Guilford.
- Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 333-339.
- García Coll, C., et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*. 67(5), 1891-1914.
- May, K. M. (2001). Theory: Does it matter? *Family Journal*, 9(1), 37-38.

Recommended:

- Gardiner & Kosmitzki,
Chapter 1
- Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). Chapter 2. Identifying the dynamic processes in the development of psychopathology. In *Developmental psychopathology and family process: Theory, research, and clinical implications* (pp. 17 – 34). New York, NY: Guilford.
- Gilgun, J.F. (1996). Human development and adversity in ecological perspective, Part I: A conceptual framework. *The Journal of Contemporary Human Services*, 77 (7), 395-402.

Session 2: Neurophysiological development

- Harper, L.V. (2005). Epigenetic inheritance and the intergenerational transfer of experience. *Psychological Bulletin*, 131, 340-360.
- Sandhu, J.S. (2006). Nature vs. nurture: A case report. *Delaware Medical Journal*, 78(11), 413-417. [case study]

http://www.ornl.gov/sci/techresources/Human_Genome/project/about.shtml

Applegate, J. S., & Shapiro, J. R. (2005). Chapter 1. The brain: An introductory tutorial. In *Neurobiology for clinical social work: Theory and practice* (pp. 1 – 14). New York, NY: Norton.

The brain: A roadmap to the mind. MSNBC.
<http://www.msnbc.com/modules/brain/brainmap.swf>

The behaving brain. (1st few minutes)
http://www.learner.org/vod/vod_window.html?pid=1525

Davies, M. (2002). A few thoughts about the mind, the brain, and a child with early deprivation. *Journal of Analytical Psychology* 47, 421-435.

Schore, A.N. (2000). Attachment and the regulation of the right brain. *Attachment & Human Development*, 2(1), 23–47.

Siegel, D.L. (2006). An interpersonal neurobiology approach to psychotherapy: Awareness, mirror neurons, and neural plasticity in the development of well-being. *Psychiatric Annals*, 38(4), 248-256.

Recommended Readings:

Scarr, S. (1996). How people make their own environments: Implications for parents and policy makers. *Psychology, Public Policy, and Law*, 2, 204- 228.

Masten, A.S., & Coatsworth, J.D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53 (2), 205-220.

Session 3: Neurophysiological development, cont.

Readings:

Gardiner & Kosmitzki, Chapter 2, pp. 81 – 82
Chapter 3, pp. 83 – 86
Chapter 4, p. 107
Chapter 10, pp. 265 – 274, 296 - 297

Cicchetti, D. & Cannon, T.D. (1999). Neurodevelopmental processes in the ontogenesis and epigenesis of psychopathology. *Development and Psychopathology*, 11, 375-393.

Perry, B.D. The neurodevelopmental impact of violence in childhood. Chapter 18: In D. Schetky and E.P. Benedek (Eds.). *Textbook of Child and Adolescent Forensic Psychiatry* (pp. 221-238). Washington, DC: American Psychiatric Press.

Perry, B. D. (2002). Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, 3, 79-100.

Perry, B. D. (2000). The neuroarcheology of childhood maltreatment: The neurodevelopmental costs of adverse childhood events. In B. Geffner (Ed.), *The cost of child maltreatment: Who pays?* Haworth Press.
<http://www.childtrauma.org/CTAMATERIALS/Neuroarcheology.asp>

Session 4: 0 to 3

Readings:

Gardiner & Kosmitzki, Chapter 3, pp. 59 – 64
Chapter 4, pp. 86 – 95
Chapter 5, pp. 112 – 117
Chapter 6, pp. 135 – 140
Chapter 7, pp. 170 – 173
Chapter 8, pp. 193 – 200
Chapter 10, 274 - 275

Applegate, J. S., & Shapiro, J. R. (2005). Chapter 4. Early affect regulation: Prelude to attachment. In *Neurobiology for clinical social work: Theory and practice* (pp. 40 – 57). New York, NY: Norton.

Applegate, J. S., & Shapiro, J. R. (2005). Chapter 5: The relational base of affect regulation. In *Neurobiology for clinical social work: Theory and practice* (pp. 58 – 81). New York, NY: Norton.

DiPietro, J.A. (2000). Baby and the brain: Advances in child development. *Annual Review Public Health, 21*, 455–471.

Siegel, D. J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. *Infant Mental Health Journal, 22*(1-2), 67-94.

The social development of infants.

http://www.learner.org/vod/vod_window.html?pid=1622

The responsive brain. http://www.learner.org/vod/vod_window.html?pid=1526

Recommended readings:

Davies, D. (2004). Chapter 5. Infant development. In *Child development: A practitioner's guide* (2nd ed., pp. 139 – 171). New York, NY: Guilford Press.

Davies, D. (2004). Chapter 9. Toddler development. In *Child development: A practitioner's guide* (2nd ed., pp. 194 – 233). New York, NY: Guilford Press.

Weatherston, D. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-54.

Good review of historical theories.

National Scientific Council on the Developing Child. Excessive stress disrupts the architecture of the developing brain. Working paper. developingchild.net. 1-16

Session 5: Preschool

Readings:

Gardiner & Kosmitzki, Chapter 5, pp. 134

Baron-Cohen, S., & Belmonte, M. K. (2005). Autism: A window onto the development of the social and the analytic brain. *Annual Review of Neuroscience*, (28), 109-126.

Davies, D. (2004). Chapter 9. Preschool development. In *Child development: A practitioner's guide* (2nd ed., pp. 259 – 310). New York, NY: Guilford Press.

Fish, B., & Chapman, B. (2004). Mental health risks to infants and toddlers in foster care. *Clinical Social Work Journal*, 33(2), 121-140.

Johnson, D.J., Jaegar, E., Randolph, S.M., Cauce, A.M., Ward, J., & National Institute of Child Health and Human Development Early Child Care Research Network. (2003). Studying the effects of early child care experiences on the development of children of color in the United States: Toward a more inclusive research agenda. *Child Development*, 74, 1227-1244.

The whole child: It's the little things.

http://www.learner.org/vod/vod_window.html?pid=753

Recommended:

Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53, 205-220.

Other video clips on autism available at:

http://blackboard.utk.edu/webapps/portal/frameset.jsp?tab=community&url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_133049_1

Session 6: Childhood

Readings:

Gardiner & Kosmitzki, Chapter 4, pp. 96 – 99
Chapter 5, pp. 118 – 123
Chapter 6, pp. 140 – 155, 162 – 163

Chapter 7, pp. 173 – 179
Chapter 8, pp. 200 – 211
Chapter 10, 275 – 276

Davies, D. (2004). Middle childhood development. In *Child development: A practitioner's guide* (2nd ed., pp. 335 - 388). New York, NY: Guilford Press.

Miller, K. M. (2006). The impact of parental incarceration on children: an emerging need for effective interventions. *Child and Adolescent Social Work Journal*, 23, 472-486.

Ungar, M. (2004). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth and Society*, 35, 341-365.

Echoes of Autism; Asperger Therapy; Nightline Online.
<http://abcnews.go.com/Nightline/story?id=3006889&page=1> (Video clips are in top right corner.)

Recommended:

YouTube clips on Asperger's.
<http://www.youtube.com/watch?v=WAFWfsop1e0&mode=related&search=>

Session 7: Adolescence

Readings:

Cicchetti, D. & Rogosch, F.A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology* 70, 6-20.

Dahl, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. Keynote Address. *New York Academy of Sciences*. 1021, 1-22.

Irwin, K. (2004). The violence of adolescent life: Experiencing and managing everyday threats. *Youth & Society*, 35(4), 452-479.

Sabbagh, L. (2006). The teen brain, hard at work. No, really. *Scientific American Mind*, August/September, 20-25.

Stevens, J. W. (2002). Chapter 2. Adolescent developmental theories. In *Smart and Sassy: The strengths of inner-city Black girls* (pp. 12 – 29). New York, NY: Oxford University Press.

Stevens, J. W. (2002). Chapter 3. Person-process-context: An ecological transactional model. In *Smart and Sassy: The strengths of inner-city Black girls* (pp. 30 - 60). New York, NY: Oxford University Press.

The teenage brain. (60 minutes)
<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/>

Recommended Readings:

Gardiner & Kosmitzki, Chapter 3, pp. 70 – 74
Chapter 4, pp. 99 – 100
Chapter 5, pp. 123 – 126
Chapter 6, pp. 154 – 159
Chapter 7, pp. 179 – 182
Chapter 8, pp. 212 – 215
Chapter 10, pp. 277 – 285

Adolescent brain development: Vulnerabilities and opportunities. (2004). *Annals of the New York Academy of Sciences*, 1021, xi – 469.

**Session 8: Cultural identity development
Multiple identities**

Readings:

Gardiner & Kosmitzki, Chapter 2, pp. 40 – 52

Adams, H., & Phillips, L. (2006). Experience of two-spirit lesbian and gay Native Americans. An argument for standpoint theory in identity research. *Identity*, 6(3), 273-291.

Ammot, T., & Matthaei, J. (2007). Race, class, gender, and women's works. In M. L. Anderson & P. C. Collins (Eds.), *Race, class, & gender: an anthology* (6th ed.) (pp. 283 – 292). Belmont, CA: Wadsworth.

Comstock, D. L. (2005). Relational-cultural theory: A framework for relational development across the lifespan. In D. Comstock (Ed.), *Diversity and development: Critical contexts that shape our lives and relationships* (p. 133 – 160). Belmont, CA: Thompson.

Holleran, L. K. & Waller, M. A. (2003). Sources of resilience among Chicano/a youth: Forging identities in the borderlands. *Child and Adolescent Social Work Journal*, 20, 335-350.

Stevens, J. W. (2002). Chapter 4. Racial, ethnic, and gender role commitment. In *Smart and Sassy: The strengths of inner-city Black girls* (pp. 61 – 88). New York, NY: Oxford University Press.

Session 9: Stress and coping

Readings:

- Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology, 6*(4), 307-324.
- Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R.A.R., & Updegraff, J. A. (2000). Female responses to stress: Tend and befriend, not fight or flight. *Psychological Review, 107*(3), 411-429.
- van der Kolk, B. A. (2002). In terror's grip: Healing the ravages of trauma. *Cerebrum, 4*, 34-50.
- Magnuson, K. A., & Duncan, G. J. (2002). Parents in poverty. In M. Bornstein (Ed.), *Handbook of parenting, Vol. 4, Social conditions and applied parenting* (2nd ed., pp. 95 – 120). Mahwah, NJ: Lawrence Erlbaum.
- Carroll, G. (1998). Mundane extreme environmental stress and African American families: A case for recognizing different realities. *Journal of Comparative Family Studies, 29*(2), 271-284.
- McEwen BS. (1998). Protective and damaging effects of stress mediators. *New England Journal of Medicine, 338*,171–179.
- Emotions, stress, and health. Annaberg Media Learner.org. Vanderbilt University.
http://www.learner.org/vod/vod_window.html?pid=1589

Recommended:

- Hobfoll, S. (1996). Coping in reaction to extreme stress: The roles of resource loss and resource availability. In M. Zerdner & N. S. Endler (Eds.), *Handbook of coping: Theory, research, applications* (pp. 322-349). New York, NY: John Wiley.
- Multiple personality disorder. Annaberg Media Learner.org. Vanderbilt University.
http://www.learner.org/vod/vod_window.html?pid=1591

Session 10: Emerging & young adult development

Readings:

- Gardiner & Kosmitzki, Chapter 3, pp. 74 – 76
 Chapter 7, pp. 182 – 186
 Chapter 8, pp. 223 - 224
- Jordan, B. & Dunlap, G. (2001). Construction of adulthood and disability. *Mental Retardation, 39*, 286-296.
- Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55* (5), 469-480.
- Bynner, J. (2005). Rethinking the youth phase of the life-course. The case for emerging adulthood? *Journal of Youth Studies, 8*(4), 367-384.

- Clinchy, B. M. (2002). Revisiting Women's Way of Knowing. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 63 – 88). Mahwah, NJ: Lawrence Erlbaum Associates.
- Irwin, C. E., & Rickert, V. I. (2005). Editorial: Coercive sexual experiences during adolescence and young adulthood: A public health problem. *Journal of Adolescent Health* (36)5, 359-361.
- Luecken, L. J., & Appelhans, B. M. (2006). Early parental loss and salivary cortisone in young adulthood: The moderating role of family development. *Development and Psychopathology*, 18, 295-308.
- Kenny, M. E., Barton, C. E. (2003). Attachment theory and research: Contributions for understanding late adolescent and young adult development. In Demick, J., & Andreoletti, C (Eds.), *Handbook of adult development* (pp. 371-389). New York, NY: Kluwer Academic/Plenum Publishers.

Recommended:

- Surrey, J. L. (1991). The self-in-relation: A theory of women's development. In J. V. Jordan, A. G. Kaplan, J. B. Miller, I. P. Stiver, & J. L. Surrey (Eds.), *Women's growth in connection* (pp. 51-66). New York, NY: Guilford.
- C/D/E:** Comstock, D. L. (2005). Women's development. In D. Comstock (Ed.), *Diversity and Development: Critical contexts that shape our lives and relationships* (p. 111 - 132). Belmont, CA: Thompson.
- C/D/E:** Miller, J. B., & Stiver, I. P. (1997). Chapter 1. Relationships revisited. In *The healing connection: How women form relationships in therapy and in life* (pp. 9 – 23). Boston, MA: Beacon.

Session 11: Families and parenting

Readings:

- Gardiner & Kosmitzki, Chapter 9, pp. 236 - 250
- Cowan, C. P., & Cowan, P. A. (2001). Parenthood: Becoming a parent. In A. S. Skolnick & J. H. Skolnick (Eds.), *Families in transition* (11th ed., pp. 235 – 246). Boston, MA: Allyn & Bacon.
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Session 12: Middle adult development

Readings:

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Chapter 5, pp. 126 – 129
Chapter 6, pp. 159 – 161
Chapter 8, pp. 215 – 220

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Session 13: Late adult development

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Chapter 7, pp. 186 – 189
Chapter 8, pp. 220 – 221
Chapter 10, pp. 289 - 294

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Session 14: Summary and Evaluation

Readings:

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