

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

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

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**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](http://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*, 2008).

**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 **2222 Dunford** (865-974-6087). This will ensure that you are properly registered for services.

**Course Description**

This is a required Foundation course. 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. 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. Includes 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, the 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 [selected] 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*).

### **Course Expectations for Students**

1. Students are expected to attend all Centra sessions and listen to all narrated PowerPoint slides.
2. Students are expected to complete all assigned readings by the assigned time.
3. Students are expected to complete and submit assignments on time within the guidelines provided.
4. Students are expected to conduct themselves on-line in a professional manner. It is expected that students will use text chats and discussion boards exclusively to discuss class topics. Students are expected to be respectful and courteous to one another on text chats and discussion boards.
5. Students should use the *Publication Manual of the American Psychological Association*, (5<sup>th</sup> edition), as a guide for writing papers and citing sources. Assignments are to be typed, double-spaced and use inclusive language.
6. Students are expected to offer the instructor clear, constructive feedback on the class.

## **STUDENT EVALUATION:**

Historical theories quizzes	5%
CTE (critical thinking exercises)	30%
Discussion boards	35%
Final paper	<u>30%</u>
	100%

## **GRADING SCALE:**

A = 100-94%
B+ = 93-89%
B = 88-82%
C+ = 81-74%
C = 73-70%
D < 70%

## **COURSE REQUIREMENTS AND GRADING:**

### Historical theories quizzes

Two quizzes will be given on Blackboard throughout the semester to test knowledge of historical theories of development. In session 6, there will be a quiz on attachment theory (2 points). In session 10, there will be a quiz on stages of development (3 points). Quizzes may include multiple choice or open-ended questions. Students will be given PowerPoint slides to review the theories. Students may re-take the quiz as often as they want, but they must complete them by the deadline. Quizzes that are not completed by the deadline will result in a zero grade.

### Critical Thinking Exercises (CTEs)

Every other week, students will complete a critical thinking exercise (CTE) demonstrating understanding and application of readings from the last two weeks. Critical thinking exercises must be submitted on BlackBoard no later than 7:00 am on the day of class. Papers must be written in the American Psychological Association (APA) style. Each question will ask you use and synthesize the material from the readings and sometimes to apply those readings to scenarios, social work applications, or your personal life. Think of each answer as a formal paper (in terms of writing and presentation), though it is shorter. Each exercise will specify a maximum length of 250 words not counting references. (This is not a suggested maximum; do not go over.) Students are required to turn in 6 critical thinking exercises during the semester out of a possible 7. Each CTE is worth 5 points. Students who turn in all 7 CTEs may drop the lowest grade. Late CTEs will receive a ½ point deduction per day late.

Please refer to the detailed instructions on Blackboard when writing your CTE. The topics for the CTEs are as follows:

CTE 1: Nature vs. nurture – considering what you have learned about genetics, why is a simple nature vs. nurture argument too simplistic?

CTE 2: Stress and trauma – using Hurricane Katrina as an example, you will use your readings to consider the impact of the stress and trauma of this event.

CTE 3: Advice to parents of infants – You will watch an Oprah Winfrey video and connect pieces of advice given to parents of infants to your readings.

CTE 4: Risk and resilience in childhood – Apply concepts of risk, protection, and resilience to a case in which a child has a parent in prison.

CTE 5: Adolescence/young adulthood – Analyze Arnett’s theory of emerging adulthood as it applies to women ages 18-25 who grew up in poverty in a rural area and did not go to college.

CTE 6: Middle adulthood – Consider theories of middle adulthood and how these apply to Baby Boomers given the social environment in which they grew up.

CTE 7: Older adults – Consider the theory of productive aging and discuss the impact of productivity on the mental and physical health of older adults.

### Discussion Boards

Every other week, students will complete a discussion board on Blackboard in small groups. Small groups will be assigned on the first day of class. Students are expected to post entries to the discussion board that reflect critical thinking and add to the conversation. It is expected that students will be actively involved in the discussion board posting several times to each discussion. If more than one discussion board is assigned during a unit, students should participate in both. In some cases, follow-up questions will be posted to discussion boards during the week (no later than the Thursday before the discussion board is due). If additional questions are posted, students are expected to respond to them.

Discussion boards will be worth 5 points each and will be graded based on posts made prior to 7:30 am on the day of class. While it is not necessary to use APA style on the discussion board, students are expected to engage in professional writing using proper grammar. In addition, students are expected to conduct themselves in a professional manner and be respectful of and open to each others ideas.

Students should refer to the questions raised on the discussion board for the assigned week, but briefly, the topics are as follows:

Discussion Board 1: Genetics - Research a genetic disorder using the websites given or other sources. Give a brief synopsis for your group about this disorder. Discuss reasons why it is necessary for social workers to understand this genetic disorder or genetics in general.

Discussion Board 2: The Brain – The first discussion board will focus on a man who is pleading not guilty by reason of insanity. The second case study will focus on brain injury. The questions will ask you to use your knowledge of the brain and apply it to these two cases.

Discussion Board 3: Pregnancy and the newborn – The first discussion board will ask you to consider your readings and discuss the role of culture in the approach to pregnancy as well as the role of oppression. The second discussion board will be an analysis of a case study of parents of a newborn.

Discussion Board 4: Early Childhood – The first discussion board will focus on a case study of a young child with autism. The second discussion board will focus on young children and environmental health within the US and internationally.

Discussion Board 5: Adolescence – The first discussion board will be a reflection on the material on the PBS Frontline site “Inside the Teenage Brain”. The second discussion board will be an analysis of the rap video “Teenage Life” using concepts of risk and protection and the eco-systems theory.

Discussion Board 6: Middle Adulthood – The first discussion board will focus on theories of cognitive development in adulthood. The second discussion board will focus on the developmental stage of middle adulthood using a case study involving homelessness and mental illness.

Discussion Board 7: Older Adulthood – The final discussion board will focus on the fastest growing segment of our population and the future of social work with the aging population.

### Final Paper

Choose a stage of development from pregnancy to old age. Choose an issue, condition, or life challenge that can be linked to this stage of development. By the topic due date (November 3<sup>rd</sup>), submit a brief statement explaining which stage and which issue or condition you have chosen.

For example, SIDS would be an issue that affects infants. Lead poisoning can have a particularly important effect in early childhood. Drug abuse frequently affects adolescents. Post-partum depression affects women in middle adulthood. Dementia is an issue that affects people in old age. You may also pick a situation in which the condition is out of sequence for the life stage. For example, dementia can have a particularly profound impact when it onsets early at the end of middle adulthood.

Find a person who will agree to an ethnographic interview. This person should either 1) be currently experiencing the issue or condition chosen, 2) have experienced it in the past, 3) be a close family member of someone experiencing it, or 4) be a caregiver of someone experiencing it. Do not interview yourself.

Do library research to find books or articles about this specific issue or condition. You may also use internet sources and readings assigned in class, but your paper should reflect a library search. Explain the following in your paper:

- 1) Describe your ethnographic interview process and give a brief biographical sketch of the person you chose to interview. Do not use the person’s real name. State the gender, class, age, race/ethnicity, sexual orientation, family structure, and disability status of the person you have chosen to interview. **(4 points)**
- 2) Define the issue or condition you have chosen and clearly state which age group is of concern. **(4 points)**
- 3) Discuss the demographics and etiology of the condition (What populations does this condition usually affect, and what causes it?) **(4 points)**

- 4) Use what you have learned about neurophysiology to describe how this condition is related to genetics or brain development or how it might impact brain development. Consider stress and trauma in the development of or impact of the condition. (You don't have to do all of these. Apply the neurophysiology content that is relevant to the topic you have chosen.) **(4 points)**
- 5) Describe the ways in which demographics of the person that you interviewed (see list in #1 above) impact that person's experience of the condition. How might that person's experience be different if he/she were a different age, race, gender, etc.? **(4 points)**
- 6) Identify developmental milestones that are expected for this person's age group and how this issue or condition impacts his/her ability to meet those milestones. **(4 points)**
- 7) Explain the role of family and community systems in either risk or protection for a person experiencing this particular issue or condition. **(4 points)**
- 8) Use library research in your paper (This must be evident from your list of citations.) **(2 points)**
- 9) Submit an organized paper and use APA style. **(2 points)**
- 10) Submit your paper on time **(2 points)**
- 11) Submit your paper topic by the November deadline **(1 point)**

**REQUIRED TEXT:**

Gardiner, H. W. & Kosmitzki, C. (2005). *Lives across cultures: Cross-cultural human development*, (3<sup>rd</sup> ed.). Boston: Pearson/Allyn & Bacon.

All other required readings will be available on-line through the UT Library course reserves. Instructions for accessing course reserves will be given the first day of class.

**COURSE CALENDAR, TOPICAL OUTLINE, AND READINGS:**

**Session 1:** Monday, August 25<sup>th</sup> – Introduction to the course, library orientation, eco-systems framework

Readings:

- Gardiner & Kosmitzki – Chapters 1 “Introduction” and 2 “Theories and Methodology”
- Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 333-339.
- García Coll et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*. 67(5), 1891-1914.
- Hobfoll, S.E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307-324.

**Session 2:** Monday, September 8<sup>th</sup> – Genetics and human development

**DUE: CTE 1: Nature vs. Nurture**

**Discussion Board 1: Genetics and Social Work**

Readings:

- Sandhu, J.S. (2006). Nature vs. nurture: A case report. *Delaware Medical Journal*, 78(11), 413-417. [case study]
- Shonkoff, J. P. & Phillips, D. A. (2000). Rethinking nature and nurture. From neurons to neighborhoods: The science of early childhood development, (pp. 39-56). Washington, DC: The National Academic Press. Retrieved July 9, 2008 from: [http://www.nap.edu/catalog.php?record\\_id=9824](http://www.nap.edu/catalog.php?record_id=9824).
- Strohman, R.C. (2003). Genetic determinism as a failing paradigm in biology and medicine: Implications for health and wellness. *Journal of Social Work Education*, 39(2), 169-191.
- [http://www.ornl.gov/sci/techresources/Human\\_Genome/project/about.shtml](http://www.ornl.gov/sci/techresources/Human_Genome/project/about.shtml)

**Session 3:** Monday, September 15<sup>th</sup> – Brain and behavior

**Due: Discussion Board 2: The Brain – 2 case studies**

Readings:

- Davies, M. (2002). A few thoughts about the mind, the brain, and a child with early deprivation. *Journal of Analytical Psychology* 47, 421-435.
- DiPietro, J.A. (2000). Baby and the brain: Advances in child development. *Annual Review Public Health*, 21, 455–471.
- Garrett, B. (2003). Communication within the nervous system. *Brain and Behavior*, (pp. 32-57). Belmont, CA: Wadsworth/Thompson Learning
- Garrett, B. (2003). The functions of the nervous system. *Brain and Behavior*, (pp. 58-93). Belmont, CA: Wadsworth/Thompson Learning
- Waller, R.J. (2003). Application of the kindling hypothesis to the long-term effects of racism. *Social Work in Mental Health*, 3(3), 81-89.

**Session 4:** Monday, September 22<sup>nd</sup> –Stress, trauma, and hormones

**Due: CTE 2: Stress and trauma after natural disaster**

Readings:

- Avey, H. (2002, November). How US laws and social policies influence chronic stress and health disparities. *Politics of Race, Culture, and Health Symposium*, Ithaca College.

Retrieved on July 9, 2008 from [http://www.unnaturalcauses.org/assets/uploads/file/Avey-Chronic\\_Stress\\_and\\_Health\\_Disparities.pdf](http://www.unnaturalcauses.org/assets/uploads/file/Avey-Chronic_Stress_and_Health_Disparities.pdf)

- 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.
- Garrett, B. (2003). Emotion and Health. *Brain and Behavior*, (pp. 188-214). Belmont, CA: Wadsworth/Thompson Learning
- Kreiger, N. (2008, Winter). Investigating how racism harms health: New approaches and new findings. Center for Community Health Education, Research, and Service (pp. 3-5)  
Retrieved on July 9, 2008 from:  
[http://www.unnaturalcauses.org/assets/uploads/file/08\\_CCHERS%20Winter%20Newsletter\\_0206.pdf](http://www.unnaturalcauses.org/assets/uploads/file/08_CCHERS%20Winter%20Newsletter_0206.pdf)
- Taylor, S.E. et al. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review* 107(3), 411-429.

**Session 5:** Monday, September 29<sup>th</sup> – Pregnancy and the newborn

**DUE: Discussion Board 3: a) Pregnancy across cultures & b) Case study involving parents of a newborn**

Readings:

- Gardiner & Kosmitzki – pp. 83-89, 233-238
- Azmitia, E.C. (2001). Impact of drugs and alcohol on the brain through the life cycle: Knowledge for social workers. *Journal of Social Work Practice in the Addictions* 1(3), 41-63.
- David, R. & Collins, J. (2007). Disparities in infant mortality: What's genetics got to do with it? *American Journal of Public Health*, 97, 1191-1197.
- Domian, E.W. (2001). Cultural practices and social support of pregnant women in a Northern New Mexico Community. *Journal of Nursing Scholarship*, 33(4), 331-336.
- Nguyen, H. T., Clark, M., & Ruiz, R. J. (2007). Effects of acculturation on the reporting of depressive symptoms among Hispanic pregnant women. *Nursing Research*, 56(3), 217-223.

**Session 6:** Monday, October 6<sup>th</sup> – Infancy

**Due: CTE 3: Advice to parents of infants**

**Quiz 1: attachment**

Readings:

- Gardiner & Kosmitzki – pp. 54-65, 109-115, 135-140, 194-200, 274
- Balbernie, R. (2002). An infant in context: Multiple risks, and a relationship. *Infant Mental Health Journal*, 23(3), 329-341.
- 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(1), 79-100.
- Siegel, D.J. (2000). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. *Infant Mental Health Journal*, 22(2), 67-94.
- Weatherston, D. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-69.

**Session 7:** Monday, October 13<sup>th</sup> – Early Childhood

**Due: Discussion Board 4: a) children and environmental health & b) case study of a child with autism**

Readings:

- Gardiner & Kosmitzki – pp. 89-96, 115-123, 164-179
- Fish, B. & Chapman, B. (2004). Mental Health risks to infants and toddlers in foster care. *Clinical Social Work Journal*, 32, 121-140.
- Shonkoff, J. P. & Phillips, D. A. (2000). Promoting healthy development through intervention. From neurons to neighborhoods: The science of early childhood development, (pp. 337-380). Washington, DC: The National Academic Press. Retrieved July 9, 2008 from: [http://www.nap.edu/catalog.php?record\\_id=9824](http://www.nap.edu/catalog.php?record_id=9824).
- Logue, M. E. (2007) Early childhood learning standards: Tools for promoting social and academic success in kindergarten. *Children & Schools*, 29, 35-43.
- 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.
- Rogge, M. E. (2000). Children, poverty, and environmental degradation: Protecting current and future generations. *Social Development Issues*, 22(2/3), 46-53.

**Session 8:** Monday, October 20<sup>th</sup> – Middle childhood

**DUE: CTE 4: Risk and resilience in childhood**

Readings:

- Gardiner & Kosmitzki – pp. 65-70, 96-99, 140-154, 200-211, 275-277
- Brooks, J. E. (2006). Strengthening resilience in children and youths: Maximizing opportunities through the schools. *Children & Schools, 28*, 69-76.
- Fraser, M. W., Kirby, L. D., Smokowski, P. R. (2004). Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective*, (pp. 13-66) (2nd ed.). Washington, DC: NASW Press.
- Iwaniec, D., Larkin, E., & Higgins, S. (2005). Research review: Risk and resilience in cases of emotional abuse. *Child and Family Social Work, 11*, 73-82.
- Levy-Wasser, N. & Katz, S. (2004). The relationship between attachment style, birth order, and adjustment in children who grow up with a sibling with mental retardation. *The British Journal of Developmental Disabilities, 50*, 89-98.
- 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.

**Session 10:** Monday, October 27<sup>th</sup> – Adolescence (13-17)

**DUE: Discussion board 5: a) the teenage brain and b) teenage life case study**  
**Quiz 2: Developmental Stages**

Readings:

- Gardiner & Kosmitzki – pp. 70-74, 99-100, 154-158, 179-182, 212-215, 277-284
- Barrow, F.H., Armstrong, M.I., Vargo, A. & Boothroyd, R.A. (2007). Understanding the findings of resilience-related research for fostering the development of African-American adolescents. *Child and Adolescent Psychiatric Clinics of North America, 16*, 393-413.
- Eccles, J.S., Wong, C.A. & Peck, S.C. (2006). Ethnicity as a social context for the development of African-American adolescents. *Journal of School Psychology, (44)*, 407–426
- Millstein, S.G. & Halpern-Felsher, B.L. (2001). Perceptions of risk and vulnerability. *Journal of Adolescent Health 31S*, 10-27.
- Stanton, B., Cuthill, S. & Amador, C. (2001). Adolescence and poverty. *Adolescent Medicine: State-of-the-Art Reviews 12(3)*, 525-538.
- Walker, E.F. (2002). Adolescent neurodevelopment and psychopathology. *Current Directions in Psychological Science 11(1)*, 24-28.

**Session 11:** Monday, November 3<sup>rd</sup> – Transition to young adulthood (18-24)

**Due: CTE 5: Models of young adult development**  
**Final Paper Topic (a few sentences explaining the topic chosen)**

Readings:

- Gardiner & Kosmitzki – 74-76, 123-126, 285-289
- 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.
- Kenny, M. E. & Barton, C. E. (2003). Attachment theory and research: Contributions for understanding late adolescent and young adult development. In J. Demick & C. Andreoletti (Eds.), *Handbook of adult development* (pp. 371-389). New York, NY: Kluwer Academic/Plenum Publishers.
- Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian. *Social Work*, 49, 109-118.

**Session 12:** Monday, November 10<sup>th</sup> – Adulthood I: 25-44

**DUE: Discussion Board 6: a) adult cognitive development & b) case study – homelessness and mental illness in adulthood**

Readings:

- Gardiner & Kosmitzki – pp. 126-131, 159-161, 182-186, 225-233, 238-246.
- Jordan, B. & Dunlap, G. (2001). Construction of adulthood and disability. *Mental Retardation*, 39, 286-296.
- Lang, F. R., & Heckhausen, J. (2006). Motivation and interpersonal regulation across adulthood: Managing the challenges and constraints of social contexts. In C. Hoare (Ed.), *Handbook of adult development and learning* (pp. 149 – 167). New York, NY: Oxford University Press.
- Rodriguez, J., McKay, M., & Bannon, W. (2008). The role of racial socialization in relation to parenting practices and youth behavior: An exploratory analysis. *Social Work and Mental Health*, 6(4), 30-54.
- Sinnott, J. D. (2003). Postformal thought and adult development. In J. Demick & C. Andreoletti (Eds.), *Handbook of adult development* (pp. 221-238). New York: Kluwer Academic/Plenum.

**Session 13:** Monday, November 17<sup>th</sup> – Adulthood II: 45-64

## **DUE: CTE 6: Midlife and the Baby Boomer generation**

### Readings:

- Gardiner & Kosmitzki – pp. 100-102, 215-221, 247-250, 289-293
- Hayslip, Jr., B. & Kaminski, P. L. (2005). Grandparents raising their grandchildren: A review of literature and suggestions for practice. *The Gerontologist*, 45, 262-269.
- Howell, L. C., & Beth, A. (2002). Midlife myths and realities: Women reflect on their experiences. *Journal of Women & Aging*, 14(3/4), 189-204.
- Pinquart, M., & Sorenson, S. (2006). Gender differences in caregiver stressors, social resources and health: An updated meta-analysis. *Journals of Gerontology*, 61B(1), P33-P45.
- Pinquart, M., & Sorenson, S. (2005). Ethnic differences in stressors, resources, and psychological outcomes of family caregiving: A meta-analysis. *Gerontologist*, 45(1), 90-106.
- Ryff, C.D., & Seltzer, M.M. (1996). The uncharted years of midlife parenting. In C.D. Ryff & M.M. Seltzer (Eds.), *The parental experience in midlife* (pp. 3-23). Chicago: The University of Chicago Press.
- Stewart, A. J., & Torges, C. M. (2006). Social, historical, and developmental influences on the psychology of the baby boomer at midlife. In S. K. Whitbourne & S. L. Willis (Eds.). *Baby boomers grow up: Contemporary perspectives on midlife* (pp. 23 – 43). Mahway, NJ: Lawrence Erlbaum.

**Session 14:** Monday, November 24<sup>th</sup> – Older adulthood: 65-84

### **Due: Discussion Board 7: The aging population and the future of social work (case study may be included)**

### Readings:

- Gardiner & Kosmitzki – pp. 76-79, 102-105, 186-189, 250-261
- Greene, R. R. & Cohen, H. L. (2005). Social work with older adults and their families: Changing practice paradigms. *Families in Society: The Journal of Contemporary Social Services*, 86, 367-373.
- Hinterlong, J., Morrow-Howell, N., & Sherraden, M. (2001) Productive aging: Principles and perspectives. In N. Morrow-Howell, J. Hinterlong, & M. Sherraden (Eds.), *Productive aging: Concepts and challenges* (pp. 3-18). Baltimore: Johns Hopkins University Press.

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**Session 15:** Monday, December 1st – the oldest old (85+)

**Due: CTE 7: Productive aging**

Readings:

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**Friday, December 5<sup>th</sup>**

**Final Paper Due**

## SW513: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

### Additional Readings

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