

UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK

**SW 513 Lifespan and Neurophysiologic Development in a Cultural,
Ecological and Transactional Framework (4 credit hours)
Section#009 - Wednesday's 1:00-5:00 pm**

Instructor Phyllis Thompson, LCSW

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Office Location: RM 272

Office Hours:

Mondays 11:30am - 12:30pm & 5-7:00pm

Wednesdays 11:30am-12:30pm

And 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*, 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, families, groups, organizations, communities, and societies. (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).

Section#009 Course Outline

Required Textbooks:

Lives Across Cultures. Cross-Cultural Human Development, 4th edition, 2008.ed. Harry W. Gardiner, Corinne Kosmitzki. Allyn & Bacon.

Writing with Style: APA Style for Social Work. Lenore T. Szuchman & Barbara

Thomlison, Wadsworth Publishing; 3rd edition.

Journal articles will be posted on your BlackBoard class website.

Please note that this course outline is *tentative* until the first day of class which begins August 20, 2008. It is also important that you have read the required material for your first day of class so you are prepared.

August 20, 2008 – Class 1- Theories, Frameworks and Paradigms

Required Readings:

Castillo, R. J. (1997). Why Culture? In Culture and Mental Illness: A Client Centered Approach. Brooks/Cole Publishing. pp. 20-24

Gardiner & Kosmitzki (2008). Lives Across Cultures pp. 19-58; 166-170.

Freud, S. (1999). The social construction of normality. Families in Society, 80(4), 333-339.

Hobfall, S.E. (2002). Social and psychological resources and adaptation. Review of General Psychology, 6(4), 307-324.

May, K. M. (2001). Theory: Does it matter? Family Journal, 9(1), 37-38.

Vocabulary to know:

1. theory
2. hypothesis
3. normal

August 27, 2008 – Class 2 - Genetics and Human Development/Behavior

Required Readings:

Harper, L.V. (2005). Epigenetic inheritance and the intergenerational transfer of experience. Psychological Bulletin, 131, 340-360.

NASW Code of Ethics. (Use NASW web link.)

Sandhu, J.S. (2006). Nature vs. nurture: A case report. Delaware Medical Journal, 78(11), 413-417. [case study]

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.

Viding, E. (2004). On the nature and nurture of antisocial behavior and violence. Annals of the New York Academy of Science, 1036, 267-277.

Human Genome Project

Please review this web site and then answer the survey question for this week.

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

Genes and Behavior (Link available on blackboard).

Talk of the Nation, May 2, 2003 · Some human qualities, such as eye color, are clearly genetic. But what about more complex traits, such as those that make up our behavior?. Join host Ira Flatow and guests for a discussion about behavioral genetics.

Guests: Nancy Press

* Associate Professor, Department of Public Health and Preventive Medicine, Oregon Health & Science University, Portland, Oregon

Matt McGue

* Past president, Behavior Genetics Association

* Professor of psychology, University of Minnesota, Minneapolis, Minn.

Matt Ridley

* Author, Nature Via Nurture: Genes, Experience, and What Makes Us Human (HarperCollins, 2003).

Vocabulary to know:

1. genotype
2. phenotype
3. Morphology
4. Complex adaptive system
5. Reductionism
6. Mendelian
7. Chaos theory
8. Ontogeny vs. phylogeny
9. Neurotransmitters
10. Gene expression & regulation
11. Polymorphisms

*****CTE-1** encompasses integration and application of material regarding basic content on Mendelian genetics and the Human Genome Project; epigenesis and gene expression; Hobfoll's conservation of resources theory and major developmental disabilities across the life span. **DUE DATE: August 26, 2008**

Added-Value Readings:

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.

September 3, 2008 – Class 3 -The Human Brain and Behavior

Required Readings:

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

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

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.

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.

*****CTE-2** encompasses integration and application of material regarding basic content on brain development, and gene expression; effects of early deprivation and parenting on brain development and gene expression; and major developmental disabilities across the life span. **DUE DATE: September, 2, 2008**

Added Value Reading:

Brain Facts: A primer on the brain and nervous system (2006). Society for Neuroscience

September 10, 2008, Class 4 - Stress, Trauma and Hormones

Required 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.

Champagne, F.A. & Curley, J.P. (2005). How social experiences influence the brain. *Current Opinion in Neurobiology* 15, 704–709.

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).

McEwen BS. (1998) Protective and damaging effects of stress mediators. *New England Journal of Medicine*, 338, 171–179.

National Scientific Council on the Developing Child. **EXCESSIVE STRESS DISRUPTS THE ARCHITECTURE OF THE DEVELOPING BRAIN**. Working paper. developingchild.net. 1-16.

Talge, N.M. Neal, C., Glover, V. & the Early Stress, Translational Research and Prevention Science Network: Fetal and Neonatal Experience on Child and Adolescent Mental Health (2007). Antenatal maternal stress and long-term effects on child neurodevelopment: how and why? *Journal of Child Psychology and Psychiatry* 48(3/4), 245–261.

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.

*****CTE-3** encompasses integration and application of material regarding effects of stress and trauma on hormones, brain development, and gene expression; Hobfoll's conservation of resources theory; and major developmental disabilities across the life span. **DUE DATE: September 9, 2008**

Added-Value Readings:

Bremner, J.D. (2002). Understanding trauma-related disorders from a mind body perspective: Does stress damage the brain? Chapter 1. W.W.

Boyce, W.T. & Bruce, J.E. (2005). Biological sensitivity to context: I. An evolutionary–developmental theory of the origins and functions of stress reactivity. *Development and Psychopathology*, 17, 271–301.

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.

Vocabulary to know:

1. Allostasis
2. Cortisol
3. Hippocampus
4. Homeostasis
5. HPA axis
6. Limbic system
7. Plasticity
8. Stress

September 17, 2008 - Class 5 – Pregnancy and Birth

Required Readings:

Browne, J.V. (2003). Premature infants and their parents. *Zero to Three*, November, 4-12.

Coussons-Read, M., Okun, M., & Simms, S. (2003). The psychoimmunology of pregnancy. *Journal of Reproductive and Infant Psychology*, 21(2), 103-112.

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.

Gardiner & Kosmitzki (2008). *Lives Across Cultures* – pp. 83-89; 233-238.

Rich-Edwards, J.W. & Grizzard, T.A. (2005). Psychosocial stress and neuroendocrine mechanisms in preterm delivery. *American Journal of Obstetrics & Gynecology*, 192, S30-35.

Sesma, H.W. & Georgieff, M.K. (2003). The effect of adverse intrauterine and newborn environments on cognitive development: The experience of premature delivery and diabetes during pregnancy. *Development and Psychopathology*, 15, 991-1015.

Added Value-Readings:

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.

September 24, 2008 - Class 6: - Infancy

Required Readings:

Balbernie, R. (2002). An infant in context: Multiple risks, and a relationship. *Infant Mental Health Journal*, 23(3), 329-341.

Gardiner & Kosmitzki – pp. 54-65; 109-115; 135-140; 194-200; 274.

Siegel, D.J. (2000). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. *Infant Mental Health Journal*, 22(1-2). 67-94.

*****ECOLOGICAL PAPER DUE**

Vocabulary to know:

Attachment
Risk
Secure attachment
Experience-dependent and Experience-expectant
Neurons/neurogenesis
Synapses
Plasticity
Migration
Differentiation
Apoptosis
Myelination
Sensitive periods

Value-added recommended readings:

Combs-Orme, T., Wilson, E., Cain, D., Page, T. & Kirby, L. (2003). Context-based parenting of infants. *Child and Adolescent Social Work Journal*, 20(6), 437-472.

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.

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.

Shonkoff, J. P. & Phillips, D.A. (2000). *The Developing Brain. From neurons to neighborhoods: The science of early childhood development*, pp.182-217. Washington, DC: The National Academic Press

Weatherston, D. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-69.

Recommended Articles (All available on blackboard)

What do babies know? By Michael Brunton

Baby Faces: by Alice Park

Baby Talk: Silly Sounds that Carry Real Impact By Serena Gordon

HealthDay Reporter Mon Mar 12, 7:02 PM ET

October 1 – Class 7 - Early Childhood

Required Readings:

Gardiner & Kosmitzki (2008). *Lives Across Cultures* – pp. 89-96; 115-123; 164-179.

Johnson, D.J., Jaeger, E., Randolph, S.M., Cauce, A.M., Ward, W. (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*(5), 1227-1244).

Oberman, L.M. & Ramachandran, V.S. (2007). The simulating social mind: The role of the mirror neuron system and simulation in the social and communicative deficits of Autism Spectrum Disorders. *Psychological Bulletin, 133*(2), 310–327

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.

Optional Value-added:

Azar, S.T., Barnes, K.T. & Twentyman, C.T. (1988). Developmental outcomes in physically abused children: Consequences of parental abuse or the effects of a more general breakdown in caregiving behaviors? *Behavior Therapist, 11*, 27-32.

Connell-Carrick, K. (2003). A critical review of the empirical literature: Identifying correlates of child neglect. *Child and Adolescent Social Work Journal, 20*(5), 389-425.

Cozolino, L. J. (2002). Chapter 9. The interpersonal sculpting of the social brain. In: *The neuroscience of psychotherapy: Building and rebuilding the human brain* (187 – 214). New York, NY: W. W. Norton.

Geschwind, D.H. & Levitt, P. (2007). Autism spectrum disorders: Developmental disconnection syndromes. *Current Opinion in Neurobiology, 17*, 103–111

Keller, M.C. & Miller, G. (2006) Resolving the paradox of common, harmful, heritable mental disorders: Which evolutionary genetic models work best? *Behavioral And Brain Sciences 29*, 385–452.

Added Value Powerpoints:

Preschool Developmental Expectancies
Early childhood Developmental Expectancies
Basics for talking with young children
Play: What's it all about?
Sexual Development During the Early Years
Children Dealing with Loss and Grief

Handouts:

Review of Child Development Theories

Attachment Concepts
Attachment links to later outcomes
Preschool Observational Checklist

October 8 – Class 8 - Middle Childhood

Required Readings:

Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H.P., Crnic, K., Wasik, B.H. & Garcia, H.V. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67(5), 1891-1914.

Gardiner & Kosmitzki (2008). *Lives Across Cultures*– pp. 65-70; 96-99; 140-154; 200-211; 275-277.

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.

Added-Value Readings:

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

National Scientific Council on the Developing Child. Early exposure to toxic substances damages brain architecture. Working paper. developingchild.net

Added- Value Powerpoints:

Middle childhood Developmental Expectancies

Middle childhood

Discipline and Corporal Punishment

Video

Echoes of Autism; Asperger Therapy; Nightline Online. (Link is available on blackboard -Video clips are in top right corner)

Handouts:

Letter from brother

The Rod of Guidance

Stages of Adoption

Case study: Middle childhood vignette

October 15, 2008- Class 9 - Adolescence

Required Readings:

- 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.
- Gardiner & Kosmitzki (2008). *Lives Across Cultures*– pp. 70-74; 99-100; 154-158; 179-182; 212-215; 277-284.
- 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.

****INFANCY OBSERVATION PAPER DUE****Value-added readings:**

- 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.
- 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. *Ney York Academy of Sciences*. 1021, 1-22.
- Krahnstover, Davison, K. & Susman, E.J. (2001). Are hormone levels and cognitive ability related during early adolescence? *International Journal of Behavioral Development* 25(5), 416-428.
- Millstein, S.G. & Halpern-Felsher, B.L. (2001). Perceptions of risk and vulnerability. *Journal of Adolescent Health* 31S, 10-27.
- Ramirez, J.M. (2003). Hormones and aggression in childhood and adolescence. *Aggression & Violent Behavior* 8, 621-644.
- Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian. *Social Work*, 49, 109-118.
- Stevens, J. W. (2002). Chapter 1. Historical Perspective. In *Smart and Sassy: The s Strengths of inner-city Black girls* (pp. 1-12). New York, NY: Oxford University Press.

October 22, 2008-Class 10- Transition to Young Adulthood 18-25 years

Required Readings:

Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55 (5), 469-480.

Gardiner & Kosmitzki (2008). *Lives Across Cultures*– pp. 74-76; 123-126; 285-289.

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.

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.

Added-Value Readings

Bynner, J. (2005). Rethinking the youth phase of the life-course. The case for emerging adulthood? *Journal of Youth Studies*, 8(4), 367-384.

Eccles, J., Templeton, J., Barber, B., & Stone, M. (2003) Adolescence and emerging adulthood: The critical passage ways to adulthood. In M. H. Bornstein, L. Davidson, C.L.M. Ketes, & K.A. Moore (Eds.), *Well-being: Positive development across the life course* (pp. 383-403) Mahwah, NJ: Lawrence Erlbaum.

Jordan, B. & Dunlap, G. (2001). Construction of adulthood and disability. *Mental Retardation*, 39, 286-296.

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.

October 29, 2008- Class 11 - Middle Adulthood

Required Readings:

Gardiner & Kosmitzki (2008). *Lives Across Cultures*. pp.126-131; 159-161; 182-186; 225-233; 238-246.

Hequembourg, A., & Brallier, S. (2005). Gendered stories of parental caregiving among siblings. *Journal of Aging Studies*, 19(1), 53-71.

Seltzer, M. M. and Ryff, C.D. (1996). The parental experience in midlife: Past, present and future.

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.), *The baby boomers grow up: Contemporary perspectives in midlife* (pp. 23 – 43). Mahwah, NJ: Lawrence Erlbaum.

Added-Value Readings:

Howell, L. C., & Beth, A. (2002). Midlife myths and realities: Women reflect on their experiences. *Journal of Women & Aging*, 14(3/4), 189-204.

Irwin, R. R. (2006). Spiritual development in adulthood: Key concepts and models. In C. Hoare (Ed.), *Handbook of adult development and learning* (pp. 307 – 325). New York, NY: Oxford University Press.

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

Toro, C.T. & Deakin, J.F.W. (2007). Adult neurogenesis and schizophrenia: A window on abnormal early brain development? *Schizophrenia Research*, 90, 1–14.

November 5, 2008-Class 12 - Cultural Identity Development

Required Readings:

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.

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.

*****ADOLESCENT PAPER DUE**

Added-Value Readings:

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.

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

Wilgosh, L. (2002). Examining gender images, expectations, and competence as perceived impediments to personal, academic and career development. *International Journal for the Advancement of Counseling*, 24, pp 239–260.

November 12, 2008- Class 13 – Aging and the Elderly

Required Readings:

Gardiner & Kosmitzki (2008). *Lives Across Cultures* – pp. 100-102; 215-221; 247-250; 289-293.

Angel, L. L., Douglas, N., & Angel, J. L. (2003). Gender, widowhood, and long-term care in the older Mexican American population. *Journal of Women & Aging*, 15(2/3), 89-105.

Burke, D., Hickie, I., Breakspear, M., & Gotz, J. (2007). Possibilities for the prevention and treatment of cognitive impairments and dementia. *British Journal of Psychiatry*, 190, 371-372.

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.

Reichstadt, J., Depp, C. A., Palinkas, L. A., Folsom, D. P., & Jeste, D. V. (2007). Building blocks of successful aging: A focus group study of older adults' perceived contributors to successful aging. *American Journal of Geriatric Psychiatry*, 15, 194-201.

Silverstone, B. (2005). Social Work with the older people of tomorrow: Restoring the person-in-situation. *Families in Society: The Journal of Contemporary Social Services*, 86, 309-319.

Value-Added Readings:

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.

Martin, P., & Martin, M. (2002). Proximal and distal influences on development: The model of developmental adaptation. *Developmental Review*, 22, 78-96.

November 19, 2008 -Class 14 – Oldest of Old and End of Life Issues

Required Readings:

Berg, A. I., Hassing, L. B., McClearn, G. E., & Johansson, B. (2006). What matters for life-satisfaction in the oldest old? *Aging & Mental Health*, 10, 257-264.

Gardiner & Kosmitzki (2008). *Lives Across Cultures*. pp. 76-79, 102-105, 186-189, 250-261.

Motenko, A., & Greenberg, S. (1995). Reframing dependence in old age: A positive transition for families. *Social Work*, 40(3), 382-390. *Aging & Society*, 26, 585-605.

Rosenblat, P. C. (2001). A social constructionist perspective on cultural differences in grief. In M. S. Stoebe, R.O. Hansson, W. Stoebe, & H. Schut (Eds.), *Handbook of bereavement research: Consequences, coping, and care* , pp. 285-300.

Value-Added Readings:

Covan, E. K. (2005). Meaning of aging in women's lives. *Journal of Women & Aging*, 17(3), 3-22. *Aging & Society*, 26, 585-605.

Keller-Cohen, D., Fiori, K., Toller, A., & Bybee, D. (2006). Social relations, language, and cognition in the 'oldest old'. *Aging & Society*, 26, 585-605.

Shaver, P. R., & Tancredy, C. M. (2001). Emotion, attachment, and bereavement: A conceptual commentary. In M.S. Stroebe, R. O. Hansson, W. Stroebe, & H. Schut (Eds.), *Handbook of bereavement research: Consequences, copying, and caring* (pp. 63 – 88). Washington, DC: American Psychological Association.

November 26, 2008- Class 15- Pulling it All Together

*****FINAL PAPER DUE**

Your grade in this class is based on:

- ** Attendance and Active Participation (10 points)
- ** Three Critical Thinking Exercises (15 points @ 5 points each)
- ** Three Interview/Observation Writing Assignments (45 points @ 15 points each)
- ** Presentation (10 points)
- ** Final paper (20 points)

Instructions for Critical Thinking Exercises (CTE)

Students will complete three critical thinking exercises in order to demonstrate their understanding and application of the upcoming week's readings prior to classes 2, 3 and

4. The CTE will appear attached to a link at the bottom of the unit page immediately after class. For example, the CTE for class 2 will appear in that class section (at the bottom of the page) at the end of the first class, and your completed assignment must be submitted to me by 12:00 pm the day before our third class. Much of my class planning for these sections will be built on these assignments, and I will grade and return them to you quickly. Please note that I will not accept any late CTEs except in cases of serious emergencies such as hospitalization. If you have an emergency it is your responsibility to bring me documentation. If I agree to allow you to submit your CTE late, you will have 2 days to turn it into me. After two days the grade will turn into a zero.

Format for CTE's

Papers must be written in the American Psychological Association (APA) style. After the first week you will lose significant points for failing to adhere to the style. Your Szuchman and Thomlinson textbook is a good reference for the style, and there also are many www links to guide you, as well. See my hints for writing good papers under "CTEs". (Please note: APA style is complicated. You can't fake it, so use the book.)

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, usually 250 words, not counting references. (This is not a suggested maximum; do not go over.) You do not need to write an abstract. There is no minimum length, but you need to fully answer the question. ONLY MICROSOFT WORD AND PLAIN TEXT CAN BE SUBMITTED. I will not read other formats.

References for CTE's

Each paper must include references to (not just listed, but woven in) a majority of the readings for that week. Your paper should include a "References" page as shown in APA format. You would do well to read the exercise instructions before doing the readings, so that you can be alert to meaningful material in the readings. If you do not spend adequate time on this assignment, it will be reflected in your grade.

IMPORTANT: Writing skills are important, including grammar, punctuation, sentence structure, organization, and vocabulary. Please regard these assignments as an opportunity to sharpen the writing skills you will need throughout your time in the MSSW program.

Evaluation of CTE's

These exercises not only demonstrate what you are learning, but they are also learning activities in themselves. You will receive extensive feedback on them, and I hope it will be clear how you can improve your writing and your grade. If the comments are confusing, or if you need help addressing them, please schedule an appointment with me.

Your papers will be evaluated based on the following characteristics:

Integration of the readings

Your answers should appropriately integrate all or nearly all of the readings. Do not just cite the readings; use the material in your answer. For class readings you do not need a bibliography, but you should reference them using APA style in the text.

Synthesis of material

Better answers will synthesize the readings and material rather than discuss them individually. They are related!

Comparison and Contrast Do authors of the different readings take similar or divergent perspectives or stances? How can they be understood together? Are they contradictory? Why? This should not just be "thrown in" gratuitously but should fit with the flow of your answer. (This will not always be relevant, and it may be subtle.)

Critical approach

Which points in the readings are most comprehensive? Which are not well supported or logical? Note: This does not mean that you say "I agree with Smith" or "I do not agree with Smith." Your opinions, as such, are not relevant. More appropriate would be "Smith provides no research evidence for his hypothesis that women are less capable at management tasks" or "Smith supports his contention that women are less capable at management with a large volume of empirical research." Critical does not always mean negative—it means analytical, thoughtful, skeptical. Don't just swallow what you read; ask the authors to support their points.

Application

In this class we focus on a lot of theoretical material, but you may demonstrate your understanding by discussing applications to social problems and social work practice.

Following are some anchors for grades on the critical thinking exercises:

100 These answers integrate at least 75% of the readings to answer the question in a critical way (arguing with the point or applying it to a whole new level or area); bring in the student's own related readings; show deep understanding of the material, perhaps by extending it to a whole new area or demonstrating a weakness in the theory or facts. The writing is well organized and clear without errors in punctuation, spelling, and sentence structure.

95 These answers integrate at least 75% of the readings to answer the question in a critical way (arguing with the point or applying it to a whole new level or area and show deep understanding of the material, perhaps by extending it to a whole new area. The writing is organized and clear with no more than one minor error in punctuation, spelling, and sentence structure.

90 These answers integrate at least half of the readings in a way that shows understanding

of the material, if not a critical approach. There may be no deep analysis or application to new areas, but it is clear that the student understands the material. The writing is competent with no major errors in punctuation, spelling, and sentence structure.

85 These answers do not integrate the readings in a way that demonstrates that the student read and understood everything, but there is some reference to the readings. There is not much in the way of analysis that shows deep understanding or complexity, and there may even be some errors or glaring omissions. The writing may have major errors in punctuation, spelling, and sentence structure, and it may be poorly organized.

80 These answers provide little in the way of integration of the readings, and may provide no information about understanding or analysis of the material. The points made are superficial, without recognition of the complexity of these issues. The writing is poorly organized and may demonstrate major errors in punctuation, spelling, or sentence structure.

75 These answers provide no clue as to whether the student read the material, or there may be major misunderstandings of it. The writing may be poorly organized and include major errors in punctuation, spelling, or sentence structure

Student Presenters (10 points)

Each week, students will be designated "student experts." Each presenter will provide a 30 minute power point on their case study, summarizing key themes, posing questions about the readings or application of the content, etc. (You may consult with me about your intro material if you wish.) The point of your presentation is to engage the class and yourself in the material. This is your opportunity to initiate discussion of material you don't understand or find particularly interesting, for example.

You will be graded on the critical, thoughtful nature of your overview. Note: You are not expected to summarize all of the content or readings, but rather to highlight aspects that especially interest you or on which you want further clarification. Your entire intro might involve clarification of one specific issue, a summary of a related study, or even details about some aspect of the unit on which you want more clarification and/or discussion. A simple summary or repetition of the readings will not merit a high assessment.

In addition, the professor will ask the student presenters to be the first responders to questions the other students have during the class. You are not expected to offer the "truth," but rather to share your learning and experience regarding the question.

Student presenters should read extra, outside material to be prepared. Student presenters should also create and distribute a small handout to compliment their presentation. All power point presentations will be posted under your "Lecture Notes" tab for all of you to refer to throughout the semester. After the power point, the student expert will reinforce their points by leading an activity for their classmates to participate in. These activities

need to be well thought out but they do not have to be original ideas. Creativity will be particularly appreciated.

We will talk about appropriate use and citation of others' writing, but it is your responsibility to ask me if you are in doubt about something.

Summary of Primary Assignments

The primary assignments for this course are a series of three assignments and one comprehensive paper that progressively builds 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 3 to 5 pages each, (excluding title and reference pages) will focus on pieces of the framework and theories. These papers include an interview with a person of our choosing to discuss the context within which the person resides; spending time observing an infant or preschooler; and conducting a cultural analysis of the multiple identities of an adolescent. The final paper will bring the full framework together by conducting an interview with an elder by utilizing a strength based assessment approach and creating an appropriate plan for positive intervention.

Grading Scale

A = 95 - 100

B+ = 90 - 94

B = 85 - 89

C+ = 80 - 84

C = 73 - 79

D = 66 - 72

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.

A "B+" 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 B+, 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.

Assignment 1-Ecological analysis of a young or middle aged individual (15 points)

The purpose of the paper is to interview a young or middle-aged adult from a different ethnic, racial, or cultural group than you and to assess the individual's development. The person cannot be related to you.

Interview your individual for at least 45 minutes. Treat this as an open-ended interview, letting the person tell her or his story. Your interview notes will provide the material for the paper. These notes do not need to be typed, but please attach them to the paper.

Drawing on the readings, outside references, and class discussion, write a double-spaced, properly referenced (minimum of four references), 3-to-5-page paper that includes the following content:

1. Place the individual within her or his context by discussing important information about the person, her or his multiple identities, background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to develop a very good sense of who this person is. (3 points)
2. Describe and analyze in a culturally sensitive manner the physical, cognitive and moral, social (family, intimates, and peers); emotional/affective and spiritual domains by applying appropriate theories. Pay attention to the person's multiple identities. (3 points)
3. Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resiliencies drawn from that culture as well as any oppressions being experienced by the person. Pay attention to the person's multiple identities. (2.5 points)
4. Include a brief, summary discussion of the individual and systematic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenge(s). (2.5 points)
5. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis. (2 points)

6. Writer demonstrates critical thinking skills, utilizes at least four of the required readings and APA is properly utilized. (2 points)

Assignment 2 Observation of an Infant or Toddler under 24 months (15 points)

Description

Observe an infant or a toddler for 45 minutes, and if possible briefly interview the caregiver. Based on your observation/interview, draw on the readings and class discussion to analyze: 1) the relationship between the infant and his/her caregiver(s) and 2) the child's cognitive and social-emotional development.

Goals of the Assignment

The main goals of this assignment are for you to sharpen your observational skills and to apply relevant theory/theories to these observations. Take this as an opportunity to “play” with theories to see how well they help you understand the observations. You will be beginning to formulate your own theoretical framework – you don't have to choose just one. Remember to acknowledge relevant sources using APA style. Preserve the confidentiality of the infant and his/her caregivers by changing their names in the paper.

Observation Process

Required: Observe an infant or toddler (up to 24 months) for about 45 minutes. Your observation can take place at home or at a child care center; it should not be your own child. Your observation notes will provide the material for the paper. These notes do not need to be typed, but please attach them to the paper.

Strongly recommended: Interview the caregiver(s) for 15-20 minutes. Explain that how infants are understood and the way adults care for them varies in different cultures around the world and within the U.S., and that you would like to understand his/her view of infant development. The person's views may differ from your own and it is important to listen with a non-judgmental “ear”. This is critical in obtaining full information, protecting the person you interview, and preserving your relationship with this person. Suggested interview questions include:

1. What role do you think caregivers play in influencing a child?
2. What do you think are the essential elements of a caregiving relationship?
3. What is your view of infancy? What if anything do babies bring into the world? (You might want to give parents/caregivers examples, i.e. temperament, personality)
4. Have you changed your views about infants since becoming a parent or working with infants/toddlers?

Consider other questions that might help you gain insight into the child.

Outline of Paper

Drawing on the readings, outside references, and class discussion, write a 3-5 page double-spaced, properly referenced (minimum of four references) paper that includes the following content:

1. Describe the context for the observation and the interview, including the community in which the observation took place, the specific location of the observation (e.g., child care center, in a hospital, or the infant's family home), and the people present during the observation. (3 points)

2. Describe and analyze these domains by applying appropriate theories:

- The infant's physical maturation and abilities (include a physical description)
- The infant's cognitive and social-emotional development
- The caregiver(s) – child relationship
- How the infant's and caregiver's cultural contexts (e.g., ethnicity, class, gender, and sexual orientation of the parents) might influence the infant and caregiver(s) and their relationship(s). (4 points)

NOTE: Age is only one marker of a developmental stage. For many reason, individuals who fall within a stage chronologically may not be fully within that stage developmentally or may be attending to tasks better understood within a different developmental stage. You may need to incorporate tasks and theories of a previous or subsequent stage to enrich your understanding and analysis of the child.

3. Note and elaborate on any organizational/systems issues you observed or that were mentioned by the caregiver(s). This is an especially important part of the paper for students with a macro focus. (3 points)

4. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment. Some of the questions you might want to address are: How did you feel doing the observation and interview? How did your cultural lens affect your observation and analysis? What kinds of issues has this assignments raised for you? Has it confirmed an analysis you already had about infants and their caregivers or helped you begin to shape a new one? (3 points)

5. Writer demonstrates critical thinking skills, utilizes at least four of the required readings and APA is properly utilized. (2 points)

Assignment 3 Interview with a Teen (15 points)

Interview a teenager, someone 13-18 years old, for at least an hour. Do not choose someone in your immediate family. In addition to the direct interview, you may also wish to observe this person in some part of his or her environment to augment the interview material. (Observation possibilities: gym/playground, mall, theater/dance groups, home with family). Your interview/observation notes will provide the material for the paper.

These notes do not need to be typed, but please attach them to the paper.

Write a 3-5 page, double-spaced, APA referenced paper. Minimum of 4 peer reviewed references.

Briefly introduce the person and the context of the observation/interview.

1. Place the individual within her or his context by presenting important information about the person, including her or his multiple identities, background, current context, important family members and other relationships, etc. Also identify the appropriate developmental tasks the individual is negotiating. The purpose of this introductory section is to develop a general good sense of who this person is. (2 points)
2. Discuss the multiple identities of the individual and how these identities are uniquely represented in this individual. Remember that there is often more variation in individuals within cultures than between cultures so beware of cultural stereotypes. This should be the individual's own perspective of her or his different identities. Discuss how the multiple cultural contexts intersect and interact, especially when certain identities are more or less valued within specific cultures. (2 points)
3. Discuss how the multiple identities reflect strengths and stresses (i.e., how the person draws strengths from each identified culture and how that culture might also represent risk factors). (2 points)
4. Describe and analyze how that person's multiple identities have affected her or his physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains. Apply appropriate theories as necessary. (3 points)
5. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how your cultural lens affected your observation and analysis. (2 points)
6. After this formal analysis, conclude with a brief discussion of your own experience of doing this assignment. Some of the questions you might want to address are: How did you feel doing the interview? Were you "moved" by this person and her/his life experiences? What kind of issues has this assignment raised for you? What impact, if any, has it had on your ongoing search to find a comfortable place in the world of social work? Has it confirmed an analysis you already had about teenagers or helped you begin to shape a new one? (2 points)
7. Writer demonstrates critical thinking skills, at least four of the required readings are integrated into paper and APA is properly utilized. (2 points)

Final Paper: Interview with an Older Adult (20 points)

For your final paper, you will interview and assess an older adult who is developmentally defined as such (i.e., is negotiating the developmental tasks of an elder)

and who is not a relative. The purpose of this assignment is to: 1) sharpen your assessment skills, both observational and interviewing; and 2) integrate and apply relevant theories that will help you understand the person you interview

Interview your individual for at least an hour. Treat this as an open-ended interview, letting the person tell his or her story. Your interview notes will provide the material for the paper. Write a 5-7 page, double-spaced, APA referenced paper.

1. Briefly introduce the person, how you know this individual, and the environment/context in which the interview occurred. (1 point)
2. Describe and analyze development across these domains: place the individual within her or his context by discussing important information about the person, her or his multiple identities, background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to develop a very good sense of who this person is. (4 points)
3. Describe and analyze in a culturally sensitive manner the physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains by applying appropriate theories. (4 points)
4. Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resilience's drawn from that culture as well as any oppressions being experienced by the person. Pay attention to the person's multiple identities. (4 points)
5. Include a brief, summary discussion of the individual and systematic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenges(s). (3 points)
6. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis and the way or degree to which the interview confirmed and/or challenged your prior assumptions about aging. (2 points)
7. Writer demonstrates critical thinking skills, at least four of the required readings are integrated into paper and APA is properly utilized. (2 points)