

**UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK****SW 513 Lifespan and Neurophysiologic Development in a Cultural,  
Ecological and Transactional Framework (4 credit hours)****Monday, 8:30 AM – 12:30 PM****Section#003****Instructor: Carin Mizera, MSSW, LCSW,****Office Hours:** Mondays 1:30 – 4:00, Wednesdays 3:00 – 5:00Contact Info: [cmizera@utk.edu](mailto:cmizera@utk.edu), 615-**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, 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 #003 Course Outline

### Required Textbooks:

Gardiner, H. W., & Kosmitzki, C. (2008). *Lives across Cultures: Cross-Cultural Human Development*, (4th ed.). Allyn & Bacon.

Recommended: Szuchman, L. T., & Thomlison, B. (2007). *Writing with Style: APA Style for Social Work*. (3rd ed.). Wadsworth Publishing.

Journal articles will be posted on your BlackBoard class website.

Please note that this course schedule is *tentative* until the first day of class which begins August 19, 2009. It is also important that you have read the required material for your first day of class so you are prepared.

### August 24, 2009 – Class 1- Paradigms, Theories, Frameworks and Culture

#### Required Readings:

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.

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

#### Terms:

1. Paradigm
2. theory
3. hypothesis
4. Normal

Powerpoints: Paradigms, Theory and Frameworks  
Theories and Frameworks

Lectures: Paradigms and Theoretical Frameworks  
Contrasting Two Types of Paradigms

Handout: Ecological, Developmental, Transactional Framework

### August 31, 2009 – Class 2 - Genetics and Human Development/Behavior

#### Required Readings:

Hall, M. T., Scheyett, A., & Strom-Gottfried, K. (2008). No gain, no pain: Ethics in the genomic revolution. *Families in Society: The Journal of Contemporary Social Services*, 89(4), 562-570.

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

Human Genome Project website

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

National Human Genome Research Institute (2008). *A guide to your genome*.

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.

Watters, E. (2006). DNA is not destiny: The new science of epigenetics rewrites the rules of disease, heredity and identity. *Discover*. (This article is a companion to the video Ghost in your genes.)

### **Videos:**

Cracking the Code of Life by NOVA. <http://www.pbs.org/wgbh/nova/genome/program.html>

Episode 1- Instructions for a human being

Episode 2- Getting the letters out

Episode 9- Finding cures is hard

Episode 10- Complexity in Proteins

Ghost in Your Genes. NOVA

A Mother's Touch: Handling determines future by LiveScience.com

<http://www.livescience.com/common/media/video/player.php?aid=16296&mode>

### **Terms:**

1. Genotype
2. Phenotype
3. Morphology
4. Complex adaptive system
5. Reductionism
6. Mendelian

9. Neurotransmitters
10. Gene expression & regulation
11. Polymorphisms

Powerpoint: Genetics and Epigenetics

**Web Link Required:**

The human genome.

[http://www.ornl.gov/sci/techresources/Human\\_Genome/project/about.shtml](http://www.ornl.gov/sci/techresources/Human_Genome/project/about.shtml)

**\*\*\*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: FRIDAY, 8:00 AM, August 28, 2009.**

**Added-Value Readings:**

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

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 7, 2009- Labor Day - Enjoy your break!**

**September 14, 2009 – 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.

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

Dawson, G., Ashman, S.B., & Carver, L.J. (2000). The role of early experience in shaping behavioral and brain development and its implications for social policy. *Development and Psychopathology*, 12, 695-712.

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.

Society of Neuroscience, 2005, *Brain facts: A primer on the brain and nervous system*. pp. 4-

14; neuroethics pp. 55-56 & glossary - pp. 57-60.

**Terms:**

Experience-dependent  
 Experience-expectant  
 Neurogenesis  
 Neurons  
 Synapses  
 Plasticity  
 Migration  
 Differentiation  
 Apoptosis  
 Myelination  
 Sensitive periods

**Videos:**

Mirror Neurons by Nova. <http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html>  
 The Curious Case of Phineas Gage

**Power Point:** Neuroscience

**Web Links, Required:**

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

**\*\*\*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: FRIDAY, 8:00 AM, September 11, 2009**

**Added Value Reading:**

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

**September 21, 2009, 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*, 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](http://developingchild.net). 1-16.
- 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.
- 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.
- Weems, C.F. et al. (2007). The psychosocial impact of Hurricane Katrina: Contextual differences in psychological symptoms, social support, and discrimination. *Behavior Research & Therapy*, 45, 2295-2306.

#### Videos:

*\*\*Trouble in the Water*

<http://www.belcourt.org/events?id=58810>

<http://video.google.com/videoplay?docid=-1391194114093998666>

Your brain on stress by Livescience.com

<http://www.livescience.com/common/media/video/player.php?aid=16296&mode=#payerTop>

#### Powerpoint: Stress and hormones

**\*\*\*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: 8:00 AM, FRIDAY, September 18, 2009**

#### 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 28, 2009 - 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.

Engel, S.M. et al. (2005). Psychological trauma associated with the World Trade Center attacks and its effect on pregnancy outcome. *Paediatric and Perinatal Epidemiology*, 19, 334–341.

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.

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.

**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.

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.

### October 5, 2009 - 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.

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.

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.

#### Terms:

Attachment

Risk

Secure attachment

**Video:** Bough Breaks

#### Video Links:

Indicators of autism. <http://www.autismspeaks.org/video/glossary.php>

Stranger anxiety.

[http://www.youtube.com/watch?v=Y6QtuU1L\\_A8&feature=related](http://www.youtube.com/watch?v=Y6QtuU1L_A8&feature=related)

#### Web Link Required:

Committee on Integrating the Science of Early Childhood Development. *From neurons to neighborhoods: The science of early childhood development*. National Research Council, Institute of Medicine, Board on Children, Youth, and Families.

<http://www.zerotothree.org/site/DocServer/shonkoff.ppt?docID=2421>

#### 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 12, 2009 – 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

**\*\*\*Infancy Observation and Analysis Due\*\*\*\***

**October 19, 2009 – Class 8 - Middle Childhood**

**Required Readings:**

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.

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.

National Scientific Council on the Developing Child. Early exposure to toxic substances damages brain architecture. Working paper. [developingchild.net](http://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 26, 2009- Class 9 - Adolescence**

**Required 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.

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.

Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian. *Social Work*, 49, 109-118.

Stanton, B., Cuthill, S. & Amador, C. (2001). Adolescence and poverty. *Adolescent Medicine: State-of-the-Art Reviews*, 12(3), 525-538.

**Required Videos:**

Evolution of my cultural identity. <http://www.youtube.com/watch?v=bkHXi6JYz8w>

Inside the teenage brain by Frontline.

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/>

The Country Boys

<http://www.pbs.org/wgbh/pages/frontline/countryboys/>

**Value-added 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.

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.

Stevens, J. W. (2002). Chapter 1. Historical Perspective. In *Smart and Sassy: The strengths of inner-city Black girls* (pp. 1-12 ). New York, NY: Oxford University Press.

Walker, E.F. (2002). Adolescent neurodevelopment and psychopathology. *Current Directions in Psychological Science*, 11(1), 24-28.

**November 2, 2009-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.

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

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**

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.
- 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.
- 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.
- \*\*\*\*Adolescent Interview and Analysis Due\*\*\*\***
- November 9, 2009- 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., & 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.
- 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.
- 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 16, 2009-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.

#### **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.). 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*, 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*, 61 – 88. New York, NY: Oxford University Press.

### **\*\*\*ADOLESCENT PAPER DUE**

### **November 23, 2009- 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.

**Powerpoint:** *Telomeres*

**Movie:** *A Good Death*

**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*, 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 30, 2009 -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.

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* 63 – 88. Washington, DC: American Psychological Association.

**Powerpoint:** Development in Late Adulthood

**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.

**\*\*\*FINAL PAPER DUE \*\*\***

**Your grade in this class is based on:**

- \*\* Class attendance and participation.(10 points)
- \*\* Presentation (10 Points)
- \*\* Three Critical Thinking Exercises (3 @ 5 points each)
- \*\* Two Interview/Observation Writing Assignments (2 @ 20 points each)
- \*\* Final paper (25 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 of 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 or Arial 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 Presentations (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 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 two papers, which will be approximately 6 to 8 pages each, (excluding title and reference pages), will focus on pieces of the framework and theories. The first two papers include 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.

These papers are designed to assess student capacity to: a) 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; b) evaluate and apply appropriate historic and current and 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; examine the roles of adaptive and maladaptive environments and experiences, including the effects of trauma and chronic stress, on indicators of brain and human development; and apply empirical evidence and theory to address questions about human development and behavior across the lifespan.

### **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.

***Suggested Guidelines for Writing the Assessment Paper***

1. A good assessment/analysis of a person is like a good storyline in a book. It is easy to read, has a sense of movement to it, makes sense when considering the person, and brings insight to the reader and life to the person being assessed.

2. What theory or theories do you find helpful in light of your observation? If several seem helpful or parts of several are helpful, use more than one and discuss the differences. You may find yourself having a dialogue between two or more theories as you try to understand the person and his or her interaction with the environment. One caution—one is not able to prove or disprove a theory on the basis of one observation; so you will discuss the helpfulness or limitations of one or more theories but your observations will not ‘prove’ or ‘disprove’ any one theory.

3. The theories should be woven into your paper, not just listed, and should be used to support your interpretations. Theories are meant to bring greater insight to a person’s behaviors, feelings, cognitions, etc. If they are not doing so, you may not be applying them correctly. Do not feel as if you have to “teach” the theory. Simply apply it to the person as appropriate.

4. Concrete examples should be used throughout the paper to illustrate your points. It is not enough to say that the person is a given age and therefore should be attending to specific milestones. Instead, give examples of types of behaviors in the person that support your theses. The paper should grow out of your observations.

5. Credit authors and other sources appropriately (APA style). At the end of the paper there should be a Reference Page, alphabetically listing only the books or articles cited in the text of the paper.

6. Remember that you are the expert. If you do not know the information, it is your responsibility to find it.

7. Understanding another person is a process that evolves through “dwelling within” the experience of that person. It will help if you leave enough time to write a rough draft because the process of writing that rough draft will allow for the process of “dwelling in”. You will then have time to add insights gained through this process.

***Assignment 1 Observation of an Infant or Toddler under 3 years (20 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. The child may be alone or other children may be there, but it is important that the child have access to one of her or his **primary** caregivers. An alternate caregiver such as a daycare worker may be present but may not be substituted for the primary caregiver unless this caregiver has an ongoing relationship with the child and is the primary daycare caregiver for the child on an ongoing basis. Your observation can take place anywhere. Your observation notes will provide the material for the paper. **Make sure to protect the duo’s confidentiality by not revealing their names.** These notes do not need to be typed, but please attach them to the paper.

Afterwards, interview the caregiver(s) for 15-20 minutes to develop a better understanding of the child’s development. The person’s views may differ from your own so 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. Consider asking open-ended questions such as, “Tell me about your child,” “What are the special things you enjoy about your baby and being his or her parent,” or “What are the things that are more difficulty?” Having reviewed the readings, you should also be able to develop 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 6-8 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. (4 points)
2. Describe and analyze the domains of development by applying appropriate theories and supporting your analysis with appropriate examples from the observation and interview. Here you will develop your assessment as to whether and how the child is developing normatively for her or his stage of development. To do so will require that you reference normative developmental milestones and capacities for that age. You can find these in the text, handouts, and on the web. Include in this discussion:
  - the infant’s physical maturation and abilities, including a physical description;
  - the infant’s neurophysiological maturation. (Use your observations to make

inferences, or hypotheses, about where the child may be. This section may overlap to some extent with others.)

- the infant's cognitive and socioemotional development;
- the child/caregiver relationship and quality;
- any specific issues (culture, disability status, etc.) that seem to affect the child's developmental pace;
- 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). (5 points)

*NOTE: Age is only one marker of a developmental stage. For many reasons, 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. It is your responsibility to appropriately place the child in a developmental stage based upon capacities of the child. 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. (4 points)
4. Have a conclusion section that discusses whether the child is developing appropriately for that age and why, reasons that the child might be delayed in certain areas (if indicated), and any concerns you may have for the child's future development based upon current development, the quality of the relationship with the caregiver, or any other reasons.
5. At the end of this more formal analysis, write two to three paragraphs 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 assignment 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? Were there any ethical issues you ran into and how did you resolve them? (4 points)
6. Writer demonstrates critical thinking skills, utilizes at least four of the required readings and APA is properly utilized. (3 points)

### ***Suggested Guidelines for Writing the Infant Paper***

1. A good assessment of a person is like a good storyline in a book. It is easy to read, has a sense of movement to it, makes sense when considering the person, and brings insight to the reader and life to the person being assessed.
2. Perhaps it will help to think about what intrigues, excites or puzzles you about your

observations.

3. What theory or theories do you find helpful in light of your observation? If several seem helpful or parts of several are helpful, use more than one and discuss the differences. You may find yourself having a dialogue between two or more theories as you try to understand the child and his/her caregivers. You can integrate your personal view by discussing how you agree or disagree with a particular theoretical framework and explaining your reasoning. One caution-you are not able to prove or disprove a theory on the basis of this one observation.

4. The theories should be woven into the text, not just listed. Although we will have had practice in class doing this, it will feel different working to integrate the theories in a written assignment.

5. The paper should grow out of your observations. Integrate specific observations to illustrate the points you are making.

For example:

- o Incorporate observations about how the infant initiate's contact (e.g. gazing, vocalizing, smiling) and how the caregiver responds, as well as how the caregiver initiates contact (e.g. offering a toy, face to face emotional exchanges).
- o Incorporate observations about the infant's autonomous play with other people
- o (adults, infants, children) in the environment and with toys.
- o Remember to think and write about how the cultural contexts (e.g. gender, race, class, sexual orientation, etc.) shape the child-caregiver(s) interactions and the child's developing sense of self.
- o Remember that culture applies not only to the child and his/her caregivers, but to each of us as well. Sometimes it is helpful to comment on our comfort/discomfort with cultural differences/similarities in child rearing.
- o Credit authors and other sources appropriately (consult your APA guide). At the end of the paper there should be a Reference Page, alphabetically listing only the books or articles cited in the text of the paper.

Leave enough time to write a rough draft and "edit" it. Everyone's writing process is different. However, almost everyone needs time to "be creative" and write spontaneously and then to edit to make sure it is organized. Although the process of writing is often difficult, try to have fun. Papers provide an opportunity to think, explore, and clarify your ideas about your work and yourself.

### **Assignment 2 Interview with a Teen (20 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 6-8 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. (3 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. (3 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). (3 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. (4 points)
5. At the end of this more formal analysis discuss how your own cultural lens affected your observation and analysis. (2 points)
6. 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? Were there any ethical issues you ran into and how did you resolve them? (2 points)
7. Writer demonstrates critical thinking skills, at least four of the required readings are integrated into paper and APA is properly utilized. (3 points)

***Suggestions for Interview and Observation***

After you locate a teenager you can ask him or her if you could observe while he or she engages in some favorite activity at home, school or any other setting, and then talk to them for awhile. If an observation is not comfortable you can use a straight interview format. The advantage to the observation is that you can see the interactions with peers, siblings, or other family members, and then get some added descriptions/comments from the person.

***Suggestions on Interview Process***

Many teenagers will respond quite fully to the prompt, "Tell me about yourself." However, if there are lulls, you can ask him or her to elaborate on something they said (e.g. could you describe your relationships with friends a bit more? Or when do you turn to your parents for help or ideas?)

If you encounter a teenager who does not want to talk much (researchers have found 13 year olds to be less eager to talk than 15 or 16 year olds), you should have some questions prepared to stimulate discussion. Remember to use open ended questions to gather a narrative if at all possible. Some adolescents will respond readily and openly to such questions. Others will feel more comfortable in less structured discussion in which you follow their lead and gently probe some aspects of their life experiences and feelings about themselves.

PLEASE REMEMBER TO MAINTAIN CONFIDENTIALITY

***Final Paper: Interview with an Older Adult (25 points)***

For your final paper, you will interview and assess an older adult (>60 years) 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 an 8-10 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. (2 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. (6 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. (6 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. (6 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). (4 points)

6. At the end of this more formal analysis, write two to three paragraphs commenting on your own experience of doing this assignment and consider how your cultural lens affected your observation and analysis. Were there any ethical issues that you experienced and how did you resolve them? In what way or degree did the interview confirm and/or challenge your prior assumptions about aging. (3 points)

7. Writer demonstrates critical thinking skills, at least four of the required readings are integrated into paper and APA is properly utilized. (3 points)

***Consider throughout this paper:***

- Whether (and if so, how) early development seems to predict later functioning
- What major life themes seem to be present

The following questions may be helpful in preparing for the interview and organizing your thinking afterwards:

- 1) How does this person make meaning of her or his life; how does s/he convey a sense of self? What are the person's multiple identities and how have they affecting her or his life?
- 2) How does this person balance activities and intimacy now, as compared to how he or she balanced them during other times in life?
- 3) How is he or she coping with the tasks of aging?
- 4) How is or has this person been affected by strengths or weaknesses in physical health?
- 5) How does this individual currently relate to formal and informal support systems? How has she or he done so throughout her or his life?
- 6) As this person speaks of the present and past, are strengths identified? Do you hear examples/themes of resilience?
- 7) How is the cultural context of this person uniquely expressed in the person's multiple identities?