

COURSE TITLE:	Adulthood and Aging
COURSE & SECTION NUMBER:	616 - Winter 2013
CLASS TIME & ROOM:	Tuesday 2 - 5pm, B770 SSWB
INSTRUCTOR:	Karen Hague, MBA, LMSW, ACSW (khague@umich.edu)
OFFICE HOURS:	by appointment

Course Description:

This course will examine psychosocial development and change across the adult lifespan. The focus will be on how various psychological factors influence development and change, as well as the impact of social factors on development and change in family and work roles from adulthood through old age. Special attention will be placed on similarities and differences in adult development and change related to an individual's position in society, including diverse dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion, sex and sexual orientation.

Course Content:

This course will address the influence of social and psychological factors on adult development and change. The psychological issues that will be covered include: 1) cognitive development (e.g., memory, problem solving, wisdom); 2) psychological well-being (e.g., life satisfaction, happiness, self-esteem, stress, and coping); and 3) adjusting to death, dying, and bereavement. The social factors that will be covered include: 1) demography of aging (e.g., mortality, morbidity, and general health status); 2) family relationships and social support (e.g., intergenerational relationships, grandparenthood, caregiving, and fictive kin); 3) marital status and family structure (e.g., courtship, marriage, cohabitation, divorce, separation, widowhood, re-marriage, and single-parent families); 4) work status, such as employment, unemployment, retirement, and the interrelationship between work and family roles; and 5) other social issues, such as migration among the elderly, religion and aging, and violence as well as other traumas.

Course Objectives:

Upon completion of the course, students will be able to:

1. Describe and critique major theories of adult development (e.g., life-span, life course).
2. Describe and analyze research on major aspects of psychological functioning across the adult life span and the impact on aging individuals and their families (e.g., normal cognitive development, dementing illnesses such as Alzheimer's disease, self-esteem, subjective well-being, and stress and coping).
3. Describe the current trends in marital status and family composition (e.g., marriage, divorce, separation, cohabitation, remarriage, reconciliation, widowhood, and single-parent families) and national demographic trends of the aging population, as well as analyze the implications for social work practice, evidence based interventions, and social welfare policies.

4. Describe and analyze research on the role of informal social support networks in caring for aging individuals, including current research on issues such as intergenerational relationships, grandparenthood, and successes and failures of caregiving to frail elders.
5. Identify the major ways in which an individual's position in society and the key diversity dimensions affect adult development and change.

Course Design:

Class sessions will include lectures, small group and class discussions, student presentations, audiovisuals, and guest speakers. These activities will be integrated at critical points in the semester to facilitate understanding of course content. Students are expected to attend all classes, complete assigned readings for each week, participate actively in class discussion, and complete all course requirements on time.

Relationship to Curricular Themes (Approved by Faculty - 11/8/2006)

- *Multiculturalism and Diversity* will be addressed throughout the course through the analysis of differences and similarities across groups on issues such as intergenerational relationships, caregiving, marital status, coping, and psychological well-being.
- *Social Change and Social Justice* will be addressed by investigating topics, such as the impact of income inequality and ageism on retirement and psychological well-being.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through discussion of how social workers can help bolster informal social support networks to assist individuals and families and enhance psychological well-being across the adult life span.
- *Behavioral and Social Science Research* will be addressed by the inclusion of theoretical frameworks for the understanding of adult development and change. The findings of research on both psychological and structural factors that influence individual functioning will be emphasized.
- *Relationship of the Course to Social Work Ethics and Values* will be addressed throughout this course. In particular, this will include ethical conduct in research on psychological issues and social factors related to adulthood and aging, as well as an examination of the inequalities linked to social positions in society. The course will also include content on variations in values related to family and work roles among different subgroups in society.
- *Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS)*. This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Writing Policy:

Good writing skills that express information accurately and concisely are a requirement for effective social work practice. Graduate level writing is expected. Formal writing assignments for this course will be evaluated for content,

ideas presented, and for the clarity of the presentation. APA style (6th edition) for references is required, along with 12 pt. font and double spacing. Misspelled words, typos, inappropriate use of grammar/punctuation, and other indications of careless work will be significantly penalized. References from assigned course readings are expected in papers. You may wish to contact either the SSW Career Services Office in Room 1696 (734-647-2544, Michelle Woods at micwoods@umich.edu) or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/grads/support/>, 734-764-0429) for assistance in writing and referencing.

Policy on Academic Integrity:

Plagiarism and/or “borrowing” material without citing it is taken very seriously at the University of Michigan and is grounds for expulsion from the University. This also applies to materials that you prepare for other classes (i.e., you can’t get credit for the same paper in different classes). It is your responsibility to be familiar with the information at <http://www.lib.umich.edu/academic-integrity/resources-students>.

Grading:

The standard for grading in the School of Social Work is that the student has achieved professional competence in mastering the course material. The grade to be given when this professional competency is achieved is a "B." This indicates that for the particular course the individual has demonstrated a mastery of the material taught that is appropriate to a Master of Social Work. A grade of "A" indicates that the mastery is exceptional. A grade of "C" indicates that mastery is minimal and credit is given, whereas no credit is given for a "D" or below. Final grades will be determined by adding the scores from all assignments.

Grading Scale:

A+ 99-100	B+ 88-89	C+ 78-79	69 or below – no credit
A 95-98	B 84-87	C 74-77	
A- 90-94	B- 80-83	C- 70-73	

Hard copies of all assignments are due at the beginning of class on their due date. Assignments turned in past that time will be marked down 5% for every day late.

Accommodations/Special Needs:

If you have a disability or impairment that requires accommodation, please contact me within two weeks of class starting to discuss what modifications are necessary. These arrangements must be specified in writing and will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities at G664 Haven Hall (734-763-3000).

Required Text and Readings:

Text: Harry Moody & Jennifer Sasser (2012) *Aging: Concepts and Controversies*, 7th edition. Sage Press. Los Angeles.

Other Readings: Additional required readings are available on our course website on CTools under the class date/topic. All assigned readings are required. Part of the participation grade will be based on your ability to talk thoughtfully in class about assigned readings. Readings may be added during the semester and students will be notified when additional readings are posted.

Attendance and Other Expectations:

Your attendance, advance preparation and active participation are expected, barring serious illness or emergency. Please email me as soon as possible notifying me of your absence if you are unable to attend. My other primary expectation is that of mutual respect. In other words: be on time, come prepared, no texting, surfing, sidebar conversations, etc.

Assignments:

1. **Attendance and Participation (10%)**- see above for expectations
2. **Brief Quizzes (20%)** – two brief multiple choice quizzes will be given on **February 19 and April 16**. Each will count for 10% of the course grade.
3. **Article Analysis (5%)** – each student will critically review one of the articles from the required reading list (see separate handout under Assignments on Ctools for instructions). Due **March 26**.
4. **Mid-term Exam (25%)** – there will be an in-class midterm examination covering the content through Session 7. It will be a mix of short and longer essay questions, and we will have an in-class review on February 26. The exam is scheduled for **March 12**.
5. **Final Research Paper (30%)/Oral Presentation of Research Idea (10%)** – partnering with another student in the class, this assignment is a 12-15 page (not including references) research paper focusing on a concept or issue relevant to the course that the two of you would like to investigate in greater depth. A brief proposal and preliminary bibliography for your research paper is due on **March 19**. Brief oral presentations of your research proposal (**10%**) are scheduled for **April 2 and April 9**. These presentations will last a maximum of 15 minutes, including 5 minutes for questions, discussion and feedback. Presentations must be accompanied by either Powerpoint slides or handouts of outlines of the presentation. (see separate handout on Ctools under Assignments for more info). The final paper (**30%**) is due on the last day of class, **April 23**.

Course Outline:

Required Readings:

<p>Session 1 (January 15): Introduction and Overview</p> <ul style="list-style-type: none">• Intent and design of course: learning outcomes, syllabus and assignments• What is Gerontology?• Population aging <p>Roundtable Discussion: Who are you and what brings you to this course? What interests and aspirations do you have related to Gerontology?</p>	<ul style="list-style-type: none">• Pages 1-25 in Moody and Sasser• National Institute on Aging (2007). <i>Why Population Aging Matters: A Global Perspective</i>• Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. <i>Journals of Gerontology: Social Sciences, 58B</i>, S327-337.
<p>Session 2 (January 22): Central Concepts and Theoretical Perspectives in Gerontology</p> <ul style="list-style-type: none">• The Life-Course Perspective on Aging• Multiple Domains and Definitions of Aging• Key Concepts and Theories in the Study of Aging <p>Does Old Age Have Meaning?</p> <ul style="list-style-type: none">• The Meaning of Age• Leisure Activities in Later Life• Religion and Spirituality• Social Gerontology and the Meaning of Age• Activity or Reflection?• Successful Aging	<ul style="list-style-type: none">• Pages 27-50 in Moody and Sasser• Evans, B.C., Crogan, N., Belyea, M. and Coon, D. (2009) Perspective in Research With Mexican American Caregivers of Older Adults <i>J Transcult Nurs</i> 20(1), pp. 5-14.• Baltes, P.B. (1987). Theoretical proposition of life-span development psychology: On the dynamics between growth and decline. <i>Development Psychology, 3</i>, 611-626.

<p>Session 3 (January 29): How and Why Our Bodies Grow Old</p> <ul style="list-style-type: none"> • The Process of Biological Aging • Biological Theories of Aging • Is Aging Inevitable? • Ways to Prolong the Life Span • Environmental Approach • Genetic Approach • Compression or Prolongation of Morbidity? 	<ul style="list-style-type: none"> • Pages 53-91 in Moody and Sasser • Fries, J.(2005) The Compression of Morbidity, <i>The Milbank Quarterly</i>, 83(4), p. 801-823 • Vincent, J. A. (2006) Ageing Contested: Anti-ageing Science and the Cultural Construction of Old Age. <i>Sociology</i>, 40(4,) pp. 681-698
<p>Session 4 (February 5): Required Attendance at Special Event: 2-5 pm, Room 1840, Winkelman Lecture: “The built, natural and social environments: Meeting the needs of persons of all ages and abilities” by Kathy Sykes, Senior Advisor, Aging and Sustainability, Office of Research and Development, U.S. Environmental Protection Agency</p>	<ul style="list-style-type: none"> • Pages 145-156 in Moody and Sasser • A Blueprint for Action: Developing a Livable Community for All Ages, pp. 9-14 • Stabiner, K. New Lives for “Dead” Suburban Malls, <i>New York Times: The New Old Age</i>, January 21, 2011 • Alley, D., Liebig, P., Pynoos, J., Benerjee, T., & Choi, I.H. (2007). Creating elder-friendly communities: Preparation for an aging society. <i>Journal of Gerontological Social Work</i>, 49, 1-18.
<p>Session 5 (February 12): Does Intellectual Functioning Decline with Age?</p> <ul style="list-style-type: none"> • Elements of Cognitive Function • The Classic Aging Pattern • Measures of Late-Life Intelligence • Studies of Age and Cognitive Function • Correlates of Cognitive Stability • Creativity in an Aging Population 	<ul style="list-style-type: none"> • Pages 93-128 in Moody and Sasser • Randall, W.L. (2010) The Narrative Complexity of Our Past : In Praise of Memory's Sins <i>Theory Psychology</i> 20(2) pg. 147-169
<p>Session 6 (February 19): Psychological Aging</p> <ul style="list-style-type: none"> • Personality • Coping and adaptation • Resilience <p>Brief Quiz on Material from Sessions 1-6</p>	<ul style="list-style-type: none"> • Whitbourne, S. (2008). Personality and patterns of coping (pp. 190-209). In <i>Adulthood Development & Aging: Biopsychosocial Perspectives</i>. Massachusetts: John Wiley & Sons. • Atchley, R. (1989). A continuity theory of normal aging. <i>The Gerontologist</i>, 29(2), pp. 183-190. • Roberts, B.W., Walton, K.E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. <i>Psychological Bulletin</i>, 132(1), 1-25. • Miner-Rubino, K., Winter, D. G., Stewart, A. (2004) Gender, Social Class, and the Subjective Experience of Aging: Self-Perceived Personality Change From Early Adulthood to Late Midlife, <i>J. Pers Soc Psychol Bulletin</i>, 30(12) pp. 1599-1610 • Grenier, A. and Hanley, J. (2007) Older Women and 'Frailty' : Aged, Gendered and Embodied Resistance <i>Current Sociology</i> 55(2) pp. 211-228

<p>Session 7 (February 26): Families and Aging</p> <ul style="list-style-type: none"> • Family Caregiving • Intergenerational Relationships • Abandonment or Independence? • Long-term Care <p>Mid-term exam review (bring laptops to class 3/12)</p>	<ul style="list-style-type: none"> • Pages 197-231 in Moody and Sasser Bengston, V.L. (2001). Beyond the nuclear family: The increasing importance of multigenerational bonds. <i>Journal of Marriage and Family</i>, 63, 1-16. • Hooyman, N., & Kiyak, A. (2008). The importance of social support: Family, friends and neighbors. In <i>Social Gerontology: A Multidisciplinary Perspective (8th ed.)</i> (pp. 333-372). Boston: Pearson.
<p>March 5: Spring Break!</p>	<p>No Class!</p>
<p>Session 8 (March 12): Mid-Term Exam</p>	<p>In-class mid-term</p>
<p>Session 9 (March 19): Spiritual Aging and End of Life</p> <ul style="list-style-type: none"> • Religion and Health • Death and Dying • Physician Assisted Suicide • The “Right to Die” • End of Life Decision Making • Bereavement <p>Paper proposals due</p>	<ul style="list-style-type: none"> • Pages 261-290 in Moody and Sasser • Krause, N. (2006). Religion and health in late life. In J.E. Birren & K.W. Schaie (Eds.), <i>Handbook of the Psychology of Aging</i> (6th Ed.) (pp. 499-518). Academic Press. • Kearl, M.C. (1996). Dying Well: The Unspoken Dimension of Aging Well. <i>American Behavioral Scientist</i>, 39(3), pp 336-360 • Curlin, F.A. et al (2008). To Die, to Sleep: US Physicians’ Religious and Other Objections to Physician-Assisted Suicide, Terminal Sedation, and Withdrawal of Life Support. <i>American Journal of Hospice and Palliative Medicine</i>, 25(2), pp. 112-120
<p>Session 10 (March 26): Social Aging I</p> <ul style="list-style-type: none"> • Social Theories of Aging • Social Relationships and Health <p>Article Analysis Due</p>	<ul style="list-style-type: none"> • Pages 293-316 in Moody and Sasser • Hooyman, N. & Kiyak, A. (2008). Social theories of Aging. In <i>Social Gerontology: a Multidisciplinary Perspective (8th ed)</i> (pp.305-328). Allyn & Bacon: Boston, MA. • Moren-Cross, J.L., & Lin, N. (2006). Social networks and health. In R.H. Binstock & L.K. George (Eds.), <i>Handbook of Aging and the Social Sciences (6th ed.)</i> (pp. 111-126). Academic Press.
<p>Session 11 (April 2): Social Aging II</p> <ul style="list-style-type: none"> • Aging Boomers • Who are the Boomers? • What is a Generation? Age-Period-Cohort Analysis • Social Construction of the Boomer Phenomenon • Boomers in the Years Ahead <p><u>Oral presentations – group 1</u></p>	<ul style="list-style-type: none"> • Pages 441-461 in Moody and Sasser • Antonucci, T., Birditt, K., & Akiyama, H. (2009). Convoys of social relations: An interdisciplinary approach. In V.L. Bengston, M. Silverstein, N.M. Putney, & D. Gans (Eds.), <i>Handbook of Theories of Aging (2nd ed.)</i> (pp. 247-258). New York: Springer. • Charles, S.T., & Carstensen, L.L. (2010). Social and emotional aging. <i>Annual Review of Psychology</i>, 61, 383-409.

<p>Session 12 (April 9): Should Older People Be Protected From Bad Choices?</p> <ul style="list-style-type: none"> • The Vulnerabilities of Older People • Interfering When People Make Bad Choices • Elder Abuse and Neglect • Perceptions of Quality of Life • Crime and Older Adults • Intervention in the Lives of Vulnerable Older Adults <p>Sexuality in Later Life</p> <ul style="list-style-type: none"> • LGBT Issues <p><u>Oral presentations – group 2</u></p>	<ul style="list-style-type: none"> • Pages 233-259 in Moody and Sasser • Filippo, S. M. S., Reiboldt, W., White, B., Hails, J.(2007) Perceptions of Elderly Self-Neglect: A Look at Culture and Cohort, <i>Family and Consumer Sciences Research Journal</i>, 35(3), pp. 215-231 • Lindau, S. T., & Gavrilova, N. (2010). Sex, health, and years of sexually active life gained due to good health: Evidence from two US population-based cross sectional surveys of ageing. <i>British Medical Journal</i>, 340, 1-11. • Anetzberger, G.J., Ishler, K.J., Mostade, J., Blair, M. (2004). Gray and Gay: A Community Dialogue on the Issues and Concerns of Older Gays and Lesbians. <i>Journal of Gay & Lesbian Social Services</i>, 17(1), pp. 23-45. • Rheume, C., & Mitty, E. (2008). Sexuality and intimacy in older adults. <i>Geriatric Nursing</i>, 29(5), 342-349. • Bradford, A. & Meston, CM (2007), Sexuality and Senior Health, <i>Innovations in Clinical Practice: Focus on Sexual Health</i> pp. 35-45
<p>Session 13 (April 16): Is Retirement Obsolete?</p> <ul style="list-style-type: none"> • History of Retirement • Origins of Late-Life Leisure • Changes in the American Economy • A New View of Retirement • Debate Over Retirement Policy <p>Brief Quiz on Material from Sessions 9-13</p>	<ul style="list-style-type: none"> • Pages 401-439 in Moody and Sasser • Martinson, M., & Minkler, M. (2006). Civic engagement and older adults: A critical perspective. <i>The Gerontologist</i>, 46, 318-324. • Dillaway, H.E. and Byrnes, M.(2009) Reconsidering Successful Aging: A Call for Renewed and Expanded Academic Critiques And Conceptualizations. <i>Journal of Applied Gerontology</i>. 28(6) p. 702-722 • Troutman Flood, M., Nies, M.A. and Seo , D-C. (2010)Successful Aging: Selected Indicators in a Southern Sample, <i>Home Health Care Management Practice</i>. 22(2) pg. 111-115
<p>Session 14 (April 23): Final Paper Due</p>	<ul style="list-style-type: none"> • TBD