1. 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.

2. 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.

3. 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.

4. Course Design:

Class sessions will include lectures, small group and class discussions, 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.

5. Relationship of the Course to Four Curricular Themes:

- **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.
6. Relationship of the Course to Social Work Ethics and Values:

Values and ethics 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. Also included will be content on variations in values related to family and work roles among different subgroups in society.


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.

8. Accommodations / Special Needs:

If you have a disability or impairment that requires an accommodation, please contact the instructor within two weeks after the class starts to discuss the arrangement. This information will be kept strictly confidential. For more information and resources, please contact the Office of Student Services (OSS) at the School of Social Work (you can email Ms. Nyshourn Price: ndp@umich.edu or Ms. Lauren Davis: laurdavi@umich.edu). Also, if religious observances conflict with section attendance or due dates for assignments, please notify me within two weeks after the class starts to discuss appropriate arrangements.

9. Assignments (see a separate handout for instruction):

A. Ageism project (20%. Due: Mar 28). This is a class project with the final product being something for public education. Students will work in small groups to examine ageism in everyday life, and to create the final product.

B. Diversity paper (37%. Due: Apr 11). This term paper requires you to integrate the literature and your “fresh observations” related to an aging-related topic, and explore issues of diversity and equality in aging.

C. Final take-home exam (21%. Due: Apr 25). The exam will be short answer essays, covering materials in required readings, handouts, lectures and discussion. It will review materials from the whole semester and there will be choices in which essays you answer. The exam will be distributed one week before it’s due.
D. Class log (22%. Due before every class session). You are asked to keep logs related to your readings for and learning from each class session. I have created a template of the log for you to use (available in the folder ‘Syllabus, instruction for assignments and supplemental readings’ in Canvas).

10. Attendance and Participation: Class attendance and class participation are considered essential for this course. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. Your full attendance and participation will help to boost up your grade when the total point from all your assignments falls between two grades.

11. Grades:

The criteria for each grade are as follows:

- **A+, A, A-** Superlative mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which excellence in these skills are demonstrated.
- **B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- **B** Mastery of subject content at level of expected competency – meets course expectations
- **B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- **C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- **F** Student has failed to demonstrate minimal understanding of subject content.

**Grading Scheme:** The minimum percentage required for each grade is as follow.

<table>
<thead>
<tr>
<th>A+ (100)</th>
<th>B+ (87)</th>
<th>C+ (77)</th>
<th>D+ (67)</th>
<th>E (50 or lower)</th>
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<tbody>
<tr>
<td>A (96)</td>
<td>B (83)</td>
<td>C (73)</td>
<td>D (63)</td>
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<tr>
<td>A- (91)</td>
<td>B- (80)</td>
<td>C- (70)</td>
<td>D- (60)</td>
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12. Writing Assistance:

School of Social Work Career Services

Tutoring and writing assistance for social work courses is available at the School of Social Work Career Services Office located in 1696 SSWB. To schedule an appointment, email the office staff at ssw-cso@umich.edu

Sweetland Writing Center

The Sweetland Writing Center is a campus resource to which you have access. Graduate students are eligible for seven sessions per semester. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. SWC is located at 1310 North Quad (corner of W. Washington and State St.) You can register with them on line and schedule an appointment: Website: http://www.lsa.umich.edu/sweetland/

12. Honor Code and Writing Guide:

Academic integrity should not be taken lightly. In particular, be aware of plagiarism which is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct: http://ssw.umich.edu/msw-student-guide/section/1.12.00

Another helpful resource can be found at: http://guides.lib.umich.edu/swintegrity

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

12. Reading: All required readings are electronically accessible via Canvas.

*A list of supplemental readings, divided by topics, is placed in the folder ‘Syllabus, instruction for assignments and supplemental readings’ on Canvas. You can easily find the listed articles from UM library using the title and author information provided.

**Additional reading, in addition to those listed in the syllabus, may be assigned. They will be announced and posted on Canvas at least one week prior to the corresponding class session.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>JAN 9</td>
<td><strong>Introduction</strong></td>
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<td></td>
<td>-Course overview</td>
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<td>-Assignments &amp; expectations</td>
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<td></td>
<td>-Ageism project plan</td>
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<td>JAN 16</td>
<td>MLK DAY, NO CLASS</td>
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<td></td>
<td>--what is ageism?</td>
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<td>-How is it formed?</td>
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<td></td>
<td>--Why ageism?</td>
<td></td>
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<tr>
<td>JAN 30</td>
<td><strong>AGEISM</strong></td>
<td>(1) Levy B. et al. (2013). Facebook as a site for negative age stereotypes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-How to reduce ageism?</td>
<td>(2) Christian, J. (2010). Does intergenerational contact reduce ageism?</td>
<td></td>
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<td></td>
<td></td>
<td>(3) Braithwaite V. (2002). Reducing ageism.</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Resources</td>
<td>Notes</td>
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<tr>
<td>Feb 20</td>
<td><strong>Guest Lecturer:</strong> Dr. Robyn Stone, Senior Vice President at the Leading Age Center for Applied Research</td>
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<td>-AGEISM PROJECT: REGROUP &amp; PREPARE PRESENTATION&lt;br&gt;-CONSULTATION RE: DIVERSITY PAPER PROPOSAL</td>
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<td>Feb 27</td>
<td><strong>Spring break, no class</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Additional Notes</td>
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| Mar 13 | **LIFESTYLE**          | - What does physical activity do to body and mind in later life?  
- Does what we eat affect how our brain functions?  
| Mar 27 | **SOCIAL RELATIONSHIPS** | - Why and how do social relationships affect health?  
- Do we become more socially isolated as we get older?  
(2) English & Carstensen (2014). Selective narrowing of social network across adulthood is associated with improved emotional experience in daily life.  
(3) Ong et al. (2015). Loneliness and health in older adults: A mini review and synthesis. | - AGEISM PROJECT: PUBLIC PRESENTATION |
### APR 3
**SOCIAL RELATIONSHIPS**
- How to reduce social isolation and loneliness of older adults?

| (2) Banks et al. (2007). Animal-assisted therapy and loneliness in nursing home: Use of robotic vs. living dogs.  

### APR 10
**Social engagement**
- What are benefits of learning to aging individuals?  
- How does volunteering impact physical and mental health?  
- How to promote social engagement of older people?

| (2) Andersen et al. (2014). The benefits associated with volunteering among seniors: A critical review and recommendation for future research.  

*DUE: DIVERSITY FINAL PAPER - Round table w/guest speakers about social engagement*

### APR 17
**NEIGHBORHOOD**
- How does neighborhood environment influence health of older people?  
- How to change neighborhood environment for better health?

| (1) Yen et al. (2014). How design of places promotes or inhibits mobility of older adults: Realist synthesis of 20 years of research.  
| (3) Samuels et al. (n.d.) Engaging communities in changing nutrition and physical activity environments. |

### APR 24
**FINAL EXAM DUE**

*FINAL EXAM SHOULD BE SUBMITTED VIA CANVAS BY 11:59PM*