(I) COURSE STATEMENT

1.1 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.

1.2 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.

1.3 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.

1.4 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.

1.5 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.

1.6 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.

1.7 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.

(II) CLASS REQUIREMENTS

2.1 Reading:

All required readings are electronically accessible via Canvas. You are expected to complete all required readings before coming to the corresponding class session.

*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.

2.2 Assignments (see a separate handout for instruction):

A. Lead discussion of an article (5%). Each student will be assigned one article and lead discussion of a topic based on that article. You can use handouts or powerpoint slides to aid the discussion. Please submit a copy of handout/powerpoint via Assignment (Canvas).

B. Ageism project (30%. Due: Mar 28). This is a team project that aims to create a product to combat ageism. The team is asked to submit two progress reports via Discussion (Canvas) and an oral presentation in class on April 16. Both team performance (20%, all members get the same grade) and individual participation
(10%, based on self and peer evaluations) are evaluated. The team is expected to help archive their project.

C. Mid-term paper (30%. Due: Feb 23). This term paper requires you to examine a question of your interest using the literature. Please submit 1-2 questions for the paper on Jan 22 in a hardcopy format, and a final paper on Feb 23 via Canvas (Assignment). Put your student ID, not your name, on the title page of the final paper. I will grade it anonymously.

D. Fresh observation (35%. Due: April 9). This assignment is a continuation of the mid-term paper. The purposes are to compare real person’s experience with the literature, and to examine how social position plays a role in the aging process. You are asked to interview one or more individuals. A hard copy of an interviewing plan should be submitted in class on March 12. The final paper should be submitted via Canvas, due April 9. Again, please put your student ID, not your name, on the title page of the final paper.

Summary of Assignments and Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Lead discussion of an article (submit handout/ppt via Assignment, Canvas)</td>
<td>5</td>
<td>Vary</td>
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<tr>
<td>Ageism project</td>
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<tr>
<td>-1st progress report (via Discussion, Canvas)</td>
<td>Not graded</td>
<td>Feb. 19</td>
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<tr>
<td>-2nd progress report (via Discussion, Canvas)</td>
<td>Not graded</td>
<td>Mar. 19</td>
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<tr>
<td>-Presentation in class</td>
<td>20</td>
<td>April 16</td>
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<tr>
<td>-Individual performance (self and peer evaluation)</td>
<td>10</td>
<td>End of semester</td>
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<tr>
<td>Mid-term paper</td>
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<tr>
<td>-1-2 questions (hard copy)</td>
<td>Not graded</td>
<td>Jan. 22</td>
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<tr>
<td>-Final paper (via Assignment, Canvas)</td>
<td>30</td>
<td>Feb. 23</td>
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<tr>
<td>Fresh observation</td>
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<tr>
<td>-Interviewing plan (hard copy)</td>
<td>Not graded</td>
<td>Mar. 12</td>
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<tr>
<td>-Final paper (via Assignment, Canvas)</td>
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<td>April 9</td>
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2.3 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 final grade when the total point from all your assignments falls between two grades.

2.4 Grades:

Grading Scheme: The minimum percentage required for each grade is as follow.
In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

You are expected to submit all assignments on time. A half-grade down will be applied to late submission unless prior arrangements for an extension have been made with the instructor.

### ADDITIONAL COURSE INFORMATION AND RESOURCES

#### 3.1 Accommodations / Health and Wellness Services:

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).

If religious/spiritual observances conflict with section attendance or due dates for assignments, please notify me within two weeks after the class starts to discuss appropriate arrangements.

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- **Counseling and Psychological Services (CAPS)** at (734) 764-8312
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- **University Health Service (UHS)** at (734) 764-8320

The SSW Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness. Please contact the Health and Wellness Program at ssw.wellness@umich.edu

#### 3.2 Safety & Emergency Preparedness:
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu. Office of Student Services School of Social Work | Room 1748 734-936-0961

For more information view the annual Campus Safety Statement at [http://www.dpss.umich.edu/](http://www.dpss.umich.edu/).

3.3 Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

3.4 Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that she uses your correct name and pronouns.

3.5 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-eso@umich.edu. The Career Services Office also offers
workshops, resources and individual assistance to help improve skills and confidence in written communication.

**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/](http://www.lsa.umich.edu/sweetland/)

**APA formatting:**
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide ([http://guides.lib.umich.edu/c.php?g=282964&p=1885441](http://guides.lib.umich.edu/c.php?g=282964&p=1885441)) as needed. The Purdue Owl website ([https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)) is another helpful resource for assistance with APA formatting.

3.6 Honor Code:

Academic integrity should not be taken lightly. In particular, *be aware of plagiarism*—representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation—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](http://ssw.umich.edu/msw-student-guide/section/1.12.00)

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

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.
### (IV) CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>REQUIRED READINGS</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>JAN 8</td>
<td><strong>INTRODUCTION</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Course overview</td>
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<td>- Assignments &amp; expectations</td>
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<td>- Input on syllabus</td>
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<td>JAN 15</td>
<td><strong>MLK DAY, NO CLASS</strong></td>
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<td>- U.S. and global trends</td>
<td>(2) Von Humboldt (2016). Demographic change: An aging world.</td>
<td>-SUBMIT 1-2 POTENTIAL QUESTIONS, WITH A BRIEF DESCRIPTION OF WHY, FOR MID-TERM PAPER (HARD COPY)</td>
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<td>differences</td>
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<td>- compression of morbidity?</td>
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<td>- ‘Burden’ vs. ‘Resources’ perspectives</td>
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<td>JAN 29</td>
<td><strong>AGEISM</strong></td>
<td>(1) Nelson (2011). Ageism: The strange case of prejudice against the older you.</td>
<td>-AGEISM PROJECT: EXPLORE IDEAS &amp; FORM TEAMS</td>
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<td>- Global perspectives</td>
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<td>FEB 5</td>
<td><strong>DOES AGEISM HURT?</strong></td>
<td>(1) Levy et al. (2003). Mind matters: Cognitive and physical effects of aging self-stereotypes.</td>
<td>-AGEISM PROJECT PLANNING.</td>
</tr>
</tbody>
</table>
### INTERSECTIONS OF AGEISM AND OTHER ‘ISMS’

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
(2) Chrisler et al. (2016). Ageism can be hazardous to women’s health: ageism, sexism, and stereotypes of older women in the healthcare system  

### PRESERVING COGNITIVE FUNCTION

- what’s good for the brain?  
- physical activity  
- social relationships  
- productive engagement  

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
(3) Kelly et al. (2017). The impact of social activities, social networks, social support and social relationships on the cognitive functioning of healthy older adults: a systematic review.  
(4) Park et al. (2014). The impact of sustained engagement on cognitive function in older adults: The synapse project. |

### FEB 26

- SPRING BREAK, NO CLASS

- AGEISM PROJECT: 1ST PROGRESS REPORT

- MID-TERM PAPER DUE FEB 23
| MAR 5 | **CHRONIC DISEASE & MANAGEMENT**  
- disablement process  
(2) The Chronic Care Model  
| MAR 12 | **PSYCHOSOCIAL DEVELOPMENT**  
- Psychological & social theories of aging  
- Paradox of aging?  
(2) Leland (2017, NYT). Want to be happy? Think like an older person.  
(3) Resnick (2014). Resilience in older adults. | - **SUBMIT A PLAN FOR FRESH OBSERVATION PAPER (HARD COPY)** |
| MAR 19 | **MARITAL/PARTNER RELATIONSHIPS**  
- Marital/Partner relationships  
- Challenge of disease & disability  
| MAR 26 | **INFORMAL SUPPORT NETWORKS**  
- Intergenerational relationship  
- Friendship  
- Cultural differences  
(2) Dong et al., (2016). The association between filial piety and loneliness among Chinese older adults in the greater Chicago area.  
(3) Blieszner & Ogletree (2017). We get by with a little help from our friends.  
(4) Span (2016. NYT). Loneliness can be deadly for elders; friends are the antidote. |
(https://www.nytimes.com/2016/12/30/health/loneliness-elderly.html?_r=0)

(5) Marcus (2016). Do the companionship and community networks of older LGBT adults compensate for weaker kinship networks?

| APR 2 | **PRODUCTIVE AGING**  
-structural lag  
-work & volunteering  
-obstacles & facilitators  
(2) Fried et al. (2004). A social model for health promotion for an aging population: Initial evidence on the Experience Corps model.  

| APR 9 | **AGING IN PLACE**  
-What is aging in place?  
-Aging in place of ethnic minority elders  
(2) Graham et al. (2017). Impact of the village model: Results of a national survey.  
(3) Shin (2014). Living independently as an ethnic minority elder: A relational perspective on the issues of aging and ethnic minorities.  
(4) Yen et al. (2014). How design of places promotes or inhibits mobility of older adults: Realist synthesis of 20 years of research. |

| APR 16 | **CLASS PRESENTATION OF AGEISM PROJECT** | - **DUE: FRESH OBSERVATION**  
-**PREPARE FOR AGEISM PROJECT PRESENTATION.** |