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 a discussion of an article (10%, Due: varies). Each student will identify one article and lead a discussion of a topic based on that article. You may provide a handout that can aid the discussion. Your discussion should take about 10 minutes. The article should address a component of the topic of the day.

B. Mid-term paper (45%. Due: Feb 25). 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 28 in a hardcopy format, and a final paper on Feb 25 in class
(hardcopy format). Put your student ID, not your name, on the title page of the final paper. It will be graded anonymously.

C. Compare & Contrast Group project: (45% Due: April 8). Students will divide into groups of 4. The entire class will develop a set of 10 interview question during class time. Each member of the group will interview a person in their 60’s, 70’s, 80’s, and 90’s, using the same questions. After the interviews are completed, all student groups will have time during class to discuss, compare and contrast, the interviewees’ personal experiences and how they are influenced by their environment, historical context, socio-economic status, race/ethnicity, education, etc. Each student is expected to complete a 2-page personal reflection paper and give a presentation in class. The reflection paper should be submitted in class on April 9. Again, please put only your student ID, not your name, on the title page of this paper.

Summary of Assignments and Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead discussion of an article (submit handout/ppt via Assignment, Canvas)</td>
<td>10</td>
<td>Vary</td>
</tr>
<tr>
<td>Mid-term paper</td>
<td>Not graded</td>
<td>Jan. 28</td>
</tr>
<tr>
<td>-1-2 questions (hard copy)</td>
<td>45</td>
<td>Feb. 25</td>
</tr>
<tr>
<td>-Final paper (hard copy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare &amp; Contrast Project</td>
<td>30</td>
<td>April 8</td>
</tr>
<tr>
<td>- Reflection paper (hard copy)</td>
<td>15</td>
<td></td>
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<tr>
<td>- Class presentation</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>A (94)</th>
<th>B+ (87)</th>
<th>C+ (77)</th>
<th>F (&lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- (90)</td>
<td>B (84)</td>
<td>C (74)</td>
<td></td>
</tr>
<tr>
<td>B- (80)</td>
<td></td>
<td>C- (70)</td>
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</table>

- Challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructors
reserve 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.

(III) 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
  o 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/.
Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

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 we use your correct name and pronouns.

3.5 Writing Assistance:

School of Social Work Career Services

Writing skills and expectations:
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.
For more information or to schedule an appointment, contact:
SSW Writing Assistance
Career Services (Room 1696; (734) 763-6259; 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/

APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

3.6 Honor Code:

Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.
## (IV) CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>REQUIRED READINGS</th>
<th>REMARKS</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>JAN 14</td>
<td>INTRODUCTION</td>
<td></td>
<td></td>
<td>SU CRABB</td>
</tr>
<tr>
<td></td>
<td>-Course overview</td>
<td></td>
<td></td>
<td>NINA ABNEY</td>
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<tr>
<td></td>
<td>-Assignments &amp; expectations</td>
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<tr>
<td>JAN 21</td>
<td>MLK DAY, NO CLASS</td>
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<tr>
<td>FEB  4</td>
<td>BIOLOGY OF AGING</td>
<td>TBD</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Assignments</td>
<td>Assignee</td>
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<tr>
<td>Mar 4</td>
<td>SPRING BREAK, NO CLASS</td>
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<tr>
<td>Mar 11</td>
<td>POSITIVE AGING</td>
<td>TBD</td>
<td>-GROUP PROJECT DISCUSSIONS</td>
<td>NINA ABNEY</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Group Project Discussions</td>
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</tbody>
</table>
(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.  
SU CRABB                   |
| Mar 25 | Aging in Place                | (1) Wiles et al. (2017). The meaning of aging in place to older people.  
(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. | -GROUP PROJECT DISCUSSIONS  
NINA ABNEY                 |
| Apr 1  | Marital/Partner Relationships | (1) Braown & Wright (2017). Marriage, cohabition and divorce in later life.  
(2) Bookwala & Jacobs (2004). Age, marital | -GROUP PROJECT DISCUSSIONS  
SU CRABB                   |
processes, and depressed affect. 

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Date</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR 8</td>
<td>PRESENTATIONS</td>
<td>TBD</td>
<td>REFLECTION PAPER DUE APR 8</td>
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<tr>
<td>APR 15</td>
<td>PRESENTATIONS</td>
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<tr>
<td>APR 22</td>
<td>PRESENTATIONS</td>
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