SCHOOL OF SOCIAL WORK

Course Number: SOWO 505 (section 002)
Course Title: Human Development in Context II: Adulthood
Semester and Year: Spring 2010
Time and Location: Fridays: 9:00-11:50 a.m.
Instructor: Marilyn Ghezzi, MSW, LCSW
Office Phone: 919-962-6490
Email Address: mghezzi@email.unc.edu
Office Hours: Room 335G; Tuesdays 12:00 – 1:30 p.m. or by appointment
(I am usually in the building all day on Mondays, Tuesdays and Fridays, so feel free to drop by the Field Office anytime)
Course Web Site: http://blackboard.unc.edu

Course Description
This course reviews typical and divergent adult development in context, surveys major theoretical frameworks, and highlights the impact of social injustices on adult development.

Course Objectives
At the conclusion of this course, students will be able to:
1. Analyze and evaluate major theoretical frameworks (e.g., bioecological, psychosocial, life span, life course, risk and resilience, person-in-environment, systems) for examining adult development in context;
2. Describe the development of individuals from early adulthood to old age, as well as divergent developmental trajectories that may occur in response to a range of socio-cultural-historical influences, personal decisions, biopsychosocial problems and social injustices (e.g., illness, disability, deprivation, discrimination);
3. Explain the impact of gender, sexual orientation, culture/heritage, spirituality, race-ethnicity, and socioeconomic status on typical and divergent trajectories of adult development;
4. Articulate how the family serves as the primary social context for adult development, including the implications of variations in family structure, development, and process in both the family of origin and the family of choice.
5. Recognize and describe major health and mental health disorders and the comorbidity among these disorders that occurs during adulthood;
6. Articulate key ethical issues for social workers related to adult health and mental health (e.g., access to treatment based on diagnosis, health disparities, end of life decisions)

Expanded Description
This course provides students with an overview of typical and divergent adult developmental trajectories, including how biological, psychological, spiritual, interpersonal, family, community, socio-cultural, historical, and economic factors shape these trajectories. In this course, families
are considered a primary social context for adult development. The course surveys major theoretical frameworks for explaining typical and divergent adult development in environmental context. Additionally, the course will emphasize risk and protective factors and resiliency as well as the impact of social injustices, deprivation, and discrimination on adult and family development, functioning, and health.

Readings

Required Text

Articles and book chapters: You are responsible for the articles and chapters listed under required reading. Further readings are included for those seeking additional information.

Web Sites: You will be investigating health and mental health topics through a variety of Web resources.

Assignments

1. Class Participation counts for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group assignments, and informed participation in class discussion. Points will be deducted from the base score if you miss class, are late, have to leave early, disappear for long periods on break or are unprepared. Please note that this grade is based on the level of students’ engagement with the material (based on quality rather than quantity of participation in class discussion).

2. Health Disparities Group Presentation
Students will form in groups of four to six and present on a particular health or mental health disorder or environmental condition and its differential impact on a specific subpopulation (e.g., persons of a particular race, ethnicity, gender, age, or sexual orientation). When possible, presentations will be scheduled during classes that best fit your topic and should be between 25-30 minutes (including discussion). The instructor will provide a sign-up sheet to facilitate this process. Each group is required to meet with the instructor at least two weeks prior to their scheduled date and must have their topic approved by the week preceding their presentation.

Begin by choosing a topic of interest in your professional development – such as particular health or mental health conditions (e.g., diabetes, HIV/AIDS, cancer, schizophrenia, borderline personality disorder) or circumstances (divorce, care-giving across generations, domestic or community violence) that affect individual development and family processes. Next, research the topic as a group, with special attention to the differential impact by race, culture, age, gender, or other salient category. There is much evidence of disparities across
subgroups in the causes, diagnosis, treatment, and outcomes for particular disorders as well as the distribution of environmental conditions that affect wellbeing.

For your presentation, use your creativity to convey information about the disparities you find and their significance. For example, you may decide to provide the class with case vignettes to analyze, administer a “quiz” to test (and enhance) our knowledge, or engage the class in demonstrative role plays, pedagogical games, or experimental exercises. Each group is required to provide information to the class on all of the following in a clear manner:

1. The etiology, symptomatology and prevalence of the disorder or condition within the specific subpopulation.
2. The meaning and significance of the disorder or condition to those within the specific subpopulation. (Many Western, DSM interpretations of disorders and conditions are not shared by all cultures. For example, the ancient Hawaiian culture believed that excess body weight signified royalty, and persons in many cultures believe that people with epilepsy are touched by the gods.)
3. Individual, family, or community traits or conditions that affect the incidence and/or course of the disorder. (For example, gun violence in low-SES urban neighborhoods may prevent community members from going outdoors to play or exercise; the resultant sedentary lifestyle may lead to obesity in children and adults.)
4. The impact of the disorder or condition and its sequelae on individuals, their family and community, if relevant. (For example, how has the incarceration of a significant portion of the male African American population in some urban neighborhoods affected life in these communities?)
5. Specific recommendations for social worker assessment and intervention with individuals and families affected by the disorder or condition.
6. Specific recommendations for macro assessment and intervention, including policy changes that affect the outcome or incidence of the condition or disorder, with an eye on issues of discrimination, inequality, and social justice.

Given the time limit, each group will have to decide which pieces to focus on during the activity itself, and which to cover in another format. You may focus primarily on one or two components in an experiential format (a group activity) and then provide the remaining information in a clear and concise handout. **Please submit all written materials electronically so that the instructor can post them on Blackboard for your colleagues.** Each group must also submit an APA-style reference list of scholarly articles to the instructor on the day of the presentation. In preparing for your presentation, use current literature from professional journals. You may also supplement this information with additional resources and sources.

3. **Critical Thinking Papers**
   Students will complete two (out of four) critical thinking papers during the semester. These papers build on the critical thinking papers from HBSE, Part I. For each paper, students will apply course material to analyze a case study. The instructor will provide a more detailed description of these assignments in a separate handout. Each paper should be 4-5 pages (12pt font), not including the case description, genogram, ecomap and reference page. APA format
is required.

There are 4 paper topics to choose from:

| CT#1 - Class 4-6 | Early Adulthood Development (due by beginning of class 9) or CT#2 - Class 7-9 | Middle Adulthood Development (due by beginning of class 9) | CT#3 - Class 10-12 | Older Adulthood Development (due by beginning of class 12) or CT#4 - Class 13 | Death and Bereavement (due by beginning of class 13) |

Every student needs to submit at least one of the papers by class 9. In other words, everyone must do either CT #1 or CT #2. The reason that the papers are scheduled this way is to help students pace their assignments, provide the potential to finish the critical thinking papers earlier in the semester, and avoid having to submit multiple papers for this class during the last two weeks of the semester.

4. Older Adult Life Review (Counts as Final Exam)
This assignment provides the opportunity for students to analyze and evaluate theories and information about human development to understand the development over the life course of an older adult. The first part of this assignment is to interview an older adult to learn about his or her life-span development. In this life review, students are to ask the older adult to reflect on the most significant actions and developmental milestones that have shaped his or her life. The second part involves using a theoretical perspective and factual information from the course to explain the individual’s development within relevant contexts. Your written assessment should include how the person’s life has been shaped by diversity (race, ethnicity, rurality, gender/sexual orientation, disability, and social class); health and mental health issues; family, cultural, and community context; and the roles that risk and resilience played in the person’s life trajectory. Due by start of the last day of class.

How to Submit Written Assignments
Please hand in a hard copy of the paper at the beginning of class on the day the paper is due. You may duplex your papers in order to save paper, but they do need to be 12 pt. font and double spaced.

APA and Written Assignments
The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, Fifth Edition (2001) that is available at most bookstores. The following web sites provide additional information:
http://juno.concordia.ca/help/howto/apa.php (general information about documentation using APA style)

The UNC School of Social Work Style Guide: A Writing Manual for Social Work Students (http://ssw.unc.edu/currentStudent/index.html) also contains basic APA information and a section on how to avoid misuse of the words and ideas of others in your written work. Students are strongly encouraged to review the section on plagiarism carefully. All instances of academic
dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

**Honor Code**
The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance ([http://instrument.unc.edu/](http://instrument.unc.edu/)) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: “I have neither given nor received any unauthorized assistance on this assignment.” Sign and date it.

**Policy on Accommodations for Students with Disabilities**
Students with disabilities that affect their participation in the course must notify the instructor if they wish to have accommodations in instructional or examination format. The instructor will work with the Office of Disabilities and the student to make appropriate accommodations.

**Grades**
The School of Social Work uses an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). For this class, the numerical value of an H ranges from 94 - 100; P from 80 - 93; and L from 70 - 79. P is considered entirely satisfactory in this program. H is reserved for work that is clearly excellent in all respects. Students who receive nine or more Low Passing credits become ineligible to continue in graduate school. The final grading breakdown is:

<table>
<thead>
<tr>
<th>Assignment Percentage</th>
<th>Total 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Health Disparities Presentation (group)</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Thinking Papers (2 at 20% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Older Adult Life Review</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Attendance and Participation**
Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class. We will cover a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is also your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates. Students with more than two absences will receive an “L” unless they have made prior arrangements with the instructor. In order to fully participate in and benefit from each class session, students must complete required readings and come to class prepared to discuss them.

**Late Papers**
Late papers are strongly discouraged. To obtain permission to submit a paper after the deadline, the student must seek approval from the instructor before the beginning of class on the day that the product is due. If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day, including weekends. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor. Avoid having last minute computer failures prevent you from turning papers in on time. Plan ahead! Keep backups and don’t rely on having computers, printers, servers, and email programs working perfectly a half-hour before class.
**Cell Phone Policy**

Cell phones are a disruption to the learning process. Students are expected to turn off their cell phones during class.

---

**Schedule and Course Outline**

**Week 1 / January 15 / Introduction: Adult Development in Theoretical Context**

**Topics:**
- Bridging child/adolescent development to young adult/adult/older adult development
- Life course theory of development
- Bioecological systems theory for adult and family development
- Diverse family forms in adulthood
- Risk and resilience in adulthood

**Required Readings:**

**Recommended:**

---

**Week 2 / January 22 / Adult Development in Family and Wider Context**

**Topics:**
- Contextualizing adult and family development within the context of the family including considerations of illness, disability, deprivation, discrimination

**Required Readings:**

**Recommended:**


---

**Week 3 / January 29/ Perspectives on Health and Mental Health in Adult Development**

**Topics:**

- Use of DSM framework within a social work practice context
- Frameworks for understanding health/mental health disorders in adulthood including biocultural, biopsychosocial/medical, risk and resilience, stress and coping
- Focus on the interactions between health disorders and mental health disorders

**Required Readings:**

1. *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-R)*, Multiaxial Assessment (9 pages). Also familiarize yourself with the content and play around with the differential diagnoses decision trees in Appendix A. To access the complete DSM-IV-TR on line from off campus, you need to go through the UNC library Web site. Go to [http://search.lib.unc.edu/search?R=UNCb5288285](http://search.lib.unc.edu/search?R=UNCb5288285) Click on "Full text available via the UNC-Chapel Hill Libraries," then “Continue” and Onyen when prompted


Recommended:

Week 4 / February 5 / Early Adulthood and Substance Abuse

Topics:
- Physical, cognitive, emotional and social development in young adulthood
- Issues in emerging adulthood: identity, beginning work/career, developing intimate relationships, forming family
- Risk-Taking Behaviors
- Violence
- Substance Abuse (including alcohol misuse and binge drinking)

Required Readings:
1. Hutchison, E. Chapter 7: Young Adulthood.
3. Corcoran & Walsh, Ch. 11, Substance Use Disorders, pp. 304-348.
Recommended:

---

**Week 5 / February 12 / Early Adulthood and HIV**

Class will meet at 9 am in the auditorium for a Guest Speaker on HIV and Substance Abuse

Topics:
- HIV/AIDS

Required Readings:

Recommended:

---

**Week 6 / February 19 / Early Adulthood and Psychotic Disorders**

Topics:
- Schizophrenia
- DSM-IV Case Videos in Class: Schizophrenia

Required Readings:
1. Corcoran & Walsh, Ch. 14, Schizophrenia and Other Psychotic Disorders, pp. 412-447.
2. Schizophrenia community website: [http://www.schizophrenia.com](http://www.schizophrenia.com)

Recommended:

Poland, J. (2004). Bias and schizophrenia. In P. Caplan & L. Cosgrove (Eds.), Bias in psychiatric diagnosis (pp. 149-161). NY: Jason Aronson.


Week 7 / February 26 / Middle Adulthood and Mood Disorders

Topics:
- Depression
- Bipolar Disorders
- Suicidality
- Dual Disorders
- DSM-IV Case Videos in Class: Depression and Bipolar Disorders

Required Readings:
1. Corcoran & Walsh, Ch. 10, Depression, pp. 261-303.
2. Corcoran & Walsh, Ch. 13, Bipolar Disorder, pp. 381-411.
4. Depression, Mental Health America http://www.mentalhealthamerica.net/go/depression
7. Mental Health America: Dual Diagnosis: Fact Sheet http://www.nmha.org/index.cfm?objectid=C7DF9405-1372-4D20-C89D7BD2CD1CA1B9

Recommended:


Video on Depression: Out of the Shadow [http://www.pbs.org/wgbh/takeonestep/depression/]
Chapter 4: Postpartum Depression, and Chapter 6: Common Depression

Week 8 / March 5 / Middle Adulthood, Health, and Family Processes

Topics:
- Physical, cognitive, emotional and social development in middle adulthood
- Caregiving in middle adulthood, including considerations of parenting children and caring for aging parents
- Divorce and other family transitions of middle adulthood
- Key health disorders, including cancer, diabetes, obesity
- Injury and disability
- Health disparities

Required Readings:
1. Hutchison, E. Chapter 8: Middle Adulthood.
5. Heart Disease - [http://www.cdc.gov/heartdisease]

Recommended:

---

NO CLASS / March 12 / SPRING BREAK 😊
Week 9 / March 19 / Middle Adulthood and Anxiety Disorders
Due Date for Critical Thinking Papers #1 and #2

- Post Traumatic Stress Disorder (PTSD)
- Anxiety Disorders
- DSM-IV Case Videos in Class: Anxiety Disorders

Required Readings:
1. Corcoran & Walsh, Ch. 7, Posttraumatic Stress Disorder, pp. 164-190.
2. Corcoran & Walsh, Ch. 8, Anxiety Disorders, pp. 191-230.

Recommended:
Video: The Soldiers Heart  [http://www.pbs.org/wgbh/pages/frontline/shows/heart](http://www.pbs.org/wgbh/pages/frontline/shows/heart) (60 minutes)

Week 10 / March 26 / Middle Adulthood and Intimate Partner Violence

Class will meet at 9 am in the auditorium for a Guest Panel that includes Ardith Burkes of the Family Violence Prevention Center, and a panel of survivors

Topics:
- Traumatic experiences in adulthood (domestic violence, community violence)

Required Readings:

Recommended:

---

**NO CLASS / April 2 / Good Friday**

**Week 11 / Friday April 9 / Older Adulthood**

**Topics:**
- Physical, cognitive, emotional and social development in late adulthood
- Families in later life
- Transitions, losses and gains in older adulthood, including work, family, and friends
- Heart/cardiovascular disease and stroke
- Health and physical disability in older adulthood
- Caregiving in older adulthood

**Readings:**
1. Hutchison, E. Chapter 9: Late Adulthood
2. Hutchison, E. Chapter 10: Very Late Adulthood
3. AARP Web Site. [http://www.aarp.org](http://www.aarp.org) Explore the themes and messages in site. Read at least one article on brain development. (Use “search” function.)

**Recommended:**

---

**Week 12 / Friday, April 16 / Older Adulthood and Cognitive Disorders**

**Due Date for Critical Thinking Paper #3**

**Class will meet at 9 am in the auditorium for a Guest Speaker, Cornelia Poer, MSW, LCSW, Duke Geriatric Evaluation and Treatment Clinic**

**Topics:**
- Cognitive disorders, including dementia
Overview of how major mental health disorders manifest in older adulthood, including depression, schizophrenia, substance abuse disorders, suicidality, and eating disorders

**Required readings:**
1. Corcoran & Walsh, Ch. 16, Cognitive Disorders, pp. 479.

**Recommended:**

**Week 13 / Friday, April 23 / Death and Dying**

**Due Date for Critical Thinking Paper #4**

**Due Date for Older Adult Paper (counts as final exam)**

**Topics:**
- Loss of partner
- Death and bereavement
- Death in individual life cycle and family life cycle

**Required Readings:**
1. Berk, Ch. 19: Death, dying, and bereavement, pp. 634-663. [Blackboard]

**Recommended:**
Additional Readings for Super-Motivated Students

Recommended: