

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK**

COURSE NUMBER: SOWO 505
COURSE TITLE: Human Development in Context II: Adulthood
SEMESTER/YEAR: Spring 2021
TIME & LOCATION: Fridays from 9:00-11:50 a.m. (log into zoom at 9:30)
ZOOM LINK: [McGovern 505 Zoom](#)
INSTRUCTOR: Tricia McGovern, PhD, LCSW
OFFICE PHONE: 919-360-0413 (cell: please text to schedule a call)
EMAIL ADDRESS: pmcgover@live.unc.edu
OFFICE HOURS: By appointment

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 co-morbidity 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.

REQUIRED TEXTS:

DSM 5 via Library (no need to purchase the DSM):

<https://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.978089042559>

Hutchison, E. D. (Ed.). (2017). *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed.). Los Angeles, CA: Sage.

Note: These are the same textbooks you had for SOWO 500

1. Other required articles and chapters will be available on the course's Sakai site.
2. You will be investigating health and mental health topics through a variety of Web resources.

TEACHING METHODS:

The success of this class depends on the development of a challenging yet supportive learning environment, reflecting the values of the social work profession. This is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, taking risks to learn and grow, clearly articulating your point of view, and linking experience to readings and assignments. We will appreciate your contributions to making this a safe and respectful class for learning and growth.

COURSE EVALUATION:

Class Participation	10%
Health Disparities Presentation	30%
Critical Thinking Paper	30%
Older Adult Life Review	<u>30%</u>
	100%

If you are participating the inter-professional seminar, you do not have to do the older adult paper. We will discuss an alternative prompt. For all others, this assignment is mandatory.

GRADING:

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 74 - 93; L from 70 – 73; and F is 69 and below. **P is considered entirely satisfactory in this program.** H is reserved for work that is clearly excellent in all respects. Students who receive 9.0 or more Low Passing credits are ineligible to continue in graduate school.

PARTICIPATION:

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 activities and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis and evaluation of written material. Excellent participation also means that your comments are thoughtful, focused and respectful. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break or are unprepared. Please turn off cell phones during class and use laptops only for class content.

The development of a supportive learning environment is fostered by respectfully listening to the ideas of others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to readings and assignments. 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. In order to fully participate in and benefit from each class, students must complete required readings and come to class prepared.

ACCESSIBILITY AND RESOURCES SERVICES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

CELL PHONE AND LAPTOP POLICY:

Cell phones are a disruption to the learning process. Students are expected to turn off their cell phones during class. Laptops are allowed in class in order to follow the power points and take notes on the lecture and will be used for some assignments where we need to access information as a group. If you are found to be on the computer during classroom discussions and activities your participation grade will be deducted.

REQUIREMENTS FOR ASSIGNMENTS:

Honor Code:

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<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. Students are also 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.

APA and Written Assignments:

The School of Social Work faculty uses APA style as the format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, 6th Edition (2009). The following web sites provide general information about documentation using APA: <http://library.concordia.ca/help/howto/apa.php> . By not abiding by APA, you will receive deductions on your assignments. Students are strongly encouraged to review the materials on the School of Social Work's website <http://ssw.unc.edu/students/writing> .

Submitting Assignments, including Later Papers:

All students are allowed a **one-time**, and no questions asked, **one-week** extension on any **ONE paper**. Otherwise, it is expected that assignments will be completed by the due dates listed in the syllabus. If a situation arises that may prohibit you from completing an assignment on time, you may request an extension. Any request for a time extended deadline for an assignment or exam must be approved in advance of the due date. Approved delays will not affect your assignment grade. **If you have used your one-time extension and submit a paper late without prior approval, I will take 10% off your paper grade for each day it's late. Papers are due at 11:55pm the day of class via DropBox in Sakai.**

Writing Support:

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

OVERVIEW OF ASSIGNMENTS:

1. Health Disparities Presentation **Due: Various**

Students will form in groups of ~four and present on a particular health or mental health disorder or an interpersonal or cultural-level condition and its differential impact on a specific subpopulation (e.g., persons of a particular race, ethnicity, gender, age, or sexual orientation). Presentations should be between 25-35 minutes,

lasting no more than 40 minutes. Students will be given time in class to form groups and start working on presentations.

Begin by choosing a **health condition** (e.g., diabetes, cancer, schizophrenia) or **environmental condition** (e.g. exposure to community violence or environmental toxins), and a **subgroup of adults** (e.g., persons of a particular race, ethnicity, socioeconomic class, sexual orientation, gender or gender identity, age, religion, or location) who are uniquely or disproportionately affected. Then, use your creativity to develop a way to provide information to your colleagues on the following:

- a. The **etiology, symptomatology, demographics, and prevalence** of the disorder or condition within the specific subpopulation.
 - i. In other words, why does your topic happen, what does it look like when you see it, and how widespread is your topic?
- b. The **meaning and significance** of the disorder or condition to those within the specific subpopulation.
 - i. For example, many Western, DSM interpretations of disorders and conditions are not shared by all cultures. In many cultures, people with schizophrenia are touched by the gods.
- c. **Individual, family, community, cultural, environmental, or socioeconomic factors shaping the disparity.**
 - i. For example, gun violence in neighborhoods may prevent community members from going outdoors to play or exercise; the resultant sedentary lifestyle may lead to obesity in children and adults.
- d. An overview of the **impact of structural/institutional factors** that impact the health disparity. Incorporate concepts from any of the following course readings in your discussion:
 - i. Feagin & Bennefield (2014): Systemic racism & U.S. health care.
 - ii. Jones et al. (2019): Life course approaches to the causes of health disparities.
 - iii. Metzl, & Roberts (2014): Structural competency meets structural racism: Race, politics, and the structure of medical knowledge.
 - iv. Phelan & Link (2015): Is racism a fundamental cause of inequalities in health?
- e. The **impact of the disorder or condition on development and well-being**, including impacts on individuals, families, and communities.
 - i. For example, the disproportionate incarceration Black/African American males profoundly impacts relationships, education, and employment opportunities.
 - ii. Please include at least 1-2 first-person narratives (people in their own words) when discussing impacts. These accounts can take the form of (brief) video clips, and/or quotes from TED talks, interviews, articles, or blogs.

- f. **Recommendations for individual/family intervention** with your chosen disparity. What factors are critical for the social worker to bear in mind? Are there documented best practices? If so, briefly describe these.
- g. **Recommendations for community intervention** including advocacy for policies and practices with an eye toward equity and social justice. Are there documented community or policy-level interventions that have been successful? If so, briefly describe these.
- h. **Recommendations for how social workers might support grassroots mutual aid efforts.** Are there mutual aid initiatives in which the affected community has engaged? If so, how might social workers responsibly and humbly engage with and support these efforts?

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 Sakai 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.

Grading Rubric: Health Disparities Presentation

Component	Points	Score
The etiology, symptomatology and prevalence of the disparity within the specific subpopulation.	3	
The meaning and significance of the disparity those within the specific subpopulation.	3	
Individual, family, community, cultural, environmental, or socioeconomic factors shaping the disparity.	4	
Discussion of structural/institutional factors that impact the health disparity.	4	
Impact of the disparity on development and well-being.	5	
Recommendations for individual/family intervention.	3	
Recommendations for community intervention.	3	
Recommendations for support of grassroots/mutual aid efforts.	3	
Quality of presentation – engagement, professionalism, clarity	2	
Total points	30	

2. Critical Thinking Exercise: Due on 3/19 at 11:55pm

Purpose of the Critical Thinking Assignment: 1) To identify a DSM diagnosis based on a case study. Don't worry about getting the diagnosis exactly right, focus on making a good argument for your diagnosis; 2) To think critically about individual, interpersonal, or cultural factors that cause, maintain, or protect against DSM diagnoses (e.g. risk and protective factors, including things like social supports or racism); 3) think critically about developmental stage (e.g., is there a developmental stage theory that fits with the case study? How might the person's stage of development be impacted by their DSM diagnosis?)

You'll choose one of the available case studies to assess. You'll be given a template/worksheet to analyze the case. Analyze the case drawing explicitly from course material. The paper elements should include:

- a. **Developmental Stage:** In the context of socially constructed expectations and associated tasks, discuss (a) how developmental stage might impact the individual's current challenges, and (b) how these current challenges might, in turn, impact development.
- b. **Risk and Resilience:** Identify three risk and three resilience (a.k.a. protective) factors. Explain why these factors are risk and resilience factors. Sometimes one factor is both a risk and protective factor, which is fine (e.g., independence and loneliness can be two sides of the same coin).
- c. **System-Level Impacts:** Discuss the ways in which your client's functioning is impacted by cultural, community, sociopolitical, or historic factors.
 - This is a good place to think about cultural beliefs, forms of oppression, health disparities, and relevant historic events.
- d. **Potential DSM 5 Diagnosis:** To the best of your knowledge regarding the DSM 5, what diagnosis aligns with your client's presenting symptoms? Does your client meet the full diagnostic criteria or is your client subthreshold? Be sure to map DSM 5 diagnostic criteria onto information in the case study.
 - e. For example, "Alex met the criteria for an autism diagnosis in the following ways: First, he showed persistent deficits in social communication by struggling to understand others' nonverbal communications and emotions; Second, ...").
- f. **Professional Reflection:** What are important considerations for a social worker who encounters this individual?

Helpful Notes:

Organize your paper using the categories listed above as paper headings: Developmental Stage; Risk and Resilience; Systems-Level Impacts; Potential DSM 5 Diagnosis; and Professional Reflections. Using headings and subheadings is a good way to ensure that you cover everything listed in the assignment and get the maximum amount of points.

Incorporate class material as it relates to your client's situation. Do not spend time restating readings or the case study, instead directly APPLY course concepts to your case and cite the relevant literature using APA format.

- For example, instead of restating, "In life course theory, it's believed that..." directly apply course concepts, "As a teenager, Sam experienced a sequence of events that shaped her trajectory."

Grading Rubric: Critical Thinking Assignment

Components	Possible Points	Score
1. Discussion of developmental stage	6	
2. Sources of risk & resilience	4	
3. System-Level Impacts (family, culture, community)	6	
4. DSM assessment and substantiation of diagnosis	8	
5. Professional Reflection		
6. APA style; writing quality; use of language	4	
Total	30	

3. Older Adult Life Review: April 23, 2020 at 11:55pm

If you are participating in the inter-professional experience (IPE), this paper is not required.

Purpose of the Older Adult Life Review Assignment: 1) Interview an older adult to ask about the most significant factors that shaped their/her/his life; 2) apply a theoretical perspective to explain the individual's life review narrative; 3) discuss how the person's life has been shaped by diversity (race, ethnicity, rurality, gender/sexual orientation, disability, and social class); 4) examine the interviewees individual, interpersonal, and community contexts; 5) and identify the roles that risk and resilience played in the person's life trajectory.

Appendix A contains more information on this assignment. You may write the interview up as a paper. However, we will work together to identify some creative alternatives, such as a thoroughly-annotated photo montage, as a paper alternative.

SCHEDULE AND COURSE OUTLINE

Week 1 /January 15, 2021/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
- Contextualizing adult and family development within the context of the family including considerations of illness, disability, deprivation, discrimination

Background reading as needed:

Gitterman, A. & Sideriadis, I.A. (2014). Social work with vulnerable and resilient populations. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 1-30). New York, New York: Columbia University Press. (Note: this chapter provides some broad demographic data – feel free to skim, focusing on areas of interest)

Walsh, F. (2012). The new normal: Diversity and complexity in 21st-century Families. In F. Walsh (Ed.) *Normal family processes: Growing diversity and complexity* (4th ed.) (pp. 2-26). New York, NY: Guilford Press. (Note: reviews many of the concepts discussed in SOWO 500 – feel free to skim, focusing on areas of interest)

Week 2 /January 22, 2021/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: bioecological systems, life course perspective, biopsychosocial, risk and resilience, stress and coping
- Focus on the interactions between health disorders and mental health disorders

Required Readings:

1. American Psychiatric Association (2013). *DSM-5 introduction*. Retrieved from <https://doi-org.libproxy.lib.unc.edu/10.1176/appi.books.9780890425596>.
2. Jones, N. L., Gilman, S. E., Cheng, T. L., Drury, S. S., Hill, C. V., & Geronimus, A. T. (2019). Life course approaches to the causes of health disparities. *American Journal of Public Health, 109*(S1), S48–S55. <https://doi.org/10.2105/AJPH.2018.304738>
3. Metzl, J. M., & Roberts, D. E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medical knowledge. *American Medical Association Journal of Ethics, 16*(9), 674-690.

Recommended Reading:

- ❖ Watters, E. (2010). The Americanization of mental illness. *New York Times Magazine*. Retrieved from <http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?pagewanted=all>

Week 3 /January 29, 2021/ Early Adulthood and Depressive/Bipolar Disorders

Topics:

- Physical, cognitive, emotional and social development in young adulthood

- Emerging adulthood: identity, beginning work/career, intimate relationships, family
- Depression
- Bipolar Disorders
- Suicidality

Required Readings:

1. Hutchison, Chapter 15- Young and Middle Adulthood.
2. DSM 5 - Bipolar and Related Disorders (Read Diagnostic Criteria)
3. DSM 5 – Depressive Related Disorders (Read Diagnostic Criteria)
4. National Institutes of Health (2014). Please check out the overview of depression <http://www.nimh.nih.gov/health/publications/depression-listing.shtml> and the following sub-categories (read any of interest to you):
5. National Institute of Mental Health [NIMH]. 2014. Bipolar in Adults. <http://www.nimh.nih.gov/health/publications/depression-listing.shtml>

Pick one of the following that is of interest to you:

- Austin, A. (2016). “There I am”: A grounded theory study of young adults navigating a transgender or gender nonconforming identity within a context of oppression and invisibility. *Sex Roles*, 75, 215-230.
- Hope, E. C., Hoggard, L. S., & Thomas, A. (2015). Emerging into adulthood in the face of racial discrimination: Physiological, psychological, and sociopolitical consequences for African American youth. *Translational Issues in Psychological Science*, 1(4), 342-351.

Stein, G. L., Cavanaugh, A. M., Castro-Schilo, L., Mejia, Y., & Plunkett, S. W. (2019). Making my family proud: The unique contribution of familism pride to the psychological adjustment of Latinx emerging adults. *Cultural Diversity and Ethnic Minority Psychology*, 25(2), 188–198. [https://doi-org.libproxy.lib.unc.edu/10.1037/cdp0000223](https://doi.org.libproxy.lib.unc.edu/10.1037/cdp0000223)

Recommended Reading:

- ❖ Mental Health America (n.d.). *Co-occurring disorders information*. Retrieved from <http://www.mentalhealthamerica.net/index.cfm?objectid=C7DF94C1-1372-4D20-C8FE4E509C20471B>
Read about depression and its co-occurrence with other mental health, substance abuse and medical disorders.

Week 4 /February 5, 2021/Early Adulthood and Psychotic Disorders

All classes will meet together for a Zoom lecture - Laurie Selz-Campbell, MSW, will guest lecture for the first half of the class.

Topics:

- Schizophrenia
- Other psychotic disorders

Required Readings:

1. DSM 5 – Schizophrenia Spectrum (Read Diagnostic Criteria)
2. Deegan, P. (1996). Recovery as a journey of the heart. *Psychiatric Rehabilitation Journal*, 19(3), 91-97.
3. McCarthy-Jones, S. (2017). The concept of schizophrenia is dying: Here's why. *The Conversation*. Retrieved from <https://theconversation.com/the-concept-of-schizophrenia-is-coming-to-an-end-heres-why-82775> (**Reviews some contemporary/emergent thinking about psychosis**).
4. Metzl, J. M. (2012). Mainstream anxieties about race in antipsychotic drug ads. *American Medical Association Journal of Ethics*, 14(6), 494-502. (**Note: we read this article last semester in SOWO 501 – it's listed here as a reminder/review**)
5. Schwartz, R. C. & Blankenship, D. M. (2014). Racial disparities in psychotic disorder diagnosis: A review of empirical literature. *World Psychiatry*, 4(4), 133-140.

Recommended Reading:

- ❖ Schizophrenia community website: <http://www.schizophrenia.com>

This comprehensive website has sections for consumers, family, friends and professionals. The site offers education, practical knowledge and discussion boards as well as basic and scholarly information. Read through the “Schizophrenia Overview” section and read one of the “Schizophrenia Success Stories”.

Week 5 /February 12, 2021/ Early Adulthood, Substance Abuse, Harm Reduction, and HIV

All classes will meet together - A panel will discuss their experiences working in the fields of HIV, substance use, and harm reduction

Topics:

- Physical, cognitive, emotional and social development in young adulthood
- Risk-Taking Behaviors
- Substance Use Disorders
- HIV/AIDS

Required Readings:

1. Hutchison, Chapter 15- Young and Middle Adulthood.
2. APA (2013). Substance-related and addictive disorders (Brief Fact Sheet).
3. CDC (n.d.). *HIV in the United States: At a glance*. Retrieved from <https://www.cdc.gov/hiv/statistics/overview/ata glance.html>
4. Platt, A. (2014). Substance use disorders: A review of the DSM-5. *Journal of Alcohol and Drug Dependence*, 2(3), 113. doi:10.4172/2329-6488.1000e113
5. Linsk, N. L. (2011). Commentary: Thirty years into the HIV Epidemic: Social work perspectives and prospects. *Journal of HIV/AIDS & Social Services*, 10, 218–229. doi: 10.1080/15381501.2011.598714

Recommended Reading:

- ❖ Fisher, C.B., Fried, A.L., Desmond, M., Macapagal, K., & Mustanski, B. (2017). Facilitators and barriers to participation in PrEP HIV prevention trials involving transgender male and female adolescents and emerging adults. *AIDS Education & Prevention, 29*(3), 205-217.
- ❖ Mahoney, C.A., Engstrom, M., & Marsh, J.C. (2012). Substance use problems in health social work practice. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (2nd ed.) (pp. 426-467). Hoboken, NJ: John Wiley and Sons, Inc.
- ❖ Sussman, S. & Arnett, J.J. (2014). Emerging adulthood: Developmental period facilitative of the addictions. *Evaluation & the Health Professions, 37* (2), 147-155.
- ❖ NASW (2012). *HIV/AIDS Spectrum Project*. Retrieved from http://www.socialworkers.org/practice/hiv_aids/nhaspolicytopracticeupdate2012.pdf

Week 6 /February 19, 2021/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
- **Groups 1 & 2 present in class**

Required Readings:

Explore the following websites:

- Diabetes - <http://www.diabetes.org> Review “Diabetes Basics” on this website.
- Heart Disease - <http://www.cdc.gov/heartdisease> . This website has excellent basic information about heart disease and also has “Maps and Statistics” which reviews prevalence rates among various demographic groupings in the U.S.
- National Cancer Institute - <http://www.cancer.gov> This website is loaded with excellent information. Review the basic information under “Cancer Topics”.
- Obesity- <http://www.cdc.gov/obesity/data/adult.html> Read “Adult Obesity Facts”

Pick one of the following that is of interest to you:

- Auslander, W. & Freedenthal, S. (2012). Adherence and mental health issues in chronic disease: Diabetes, heart disease, and HIV/AIDS. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (2nd ed.) (pp. 525-556). Hoboken, NJ: John Wiley & Sons, Inc.
- Calzo J.P., Antonucci, T.C., Mays, V.M., & Cochran S.D. (2011) Retrospective recall of sexual orientation identity development among gay, lesbian, and bisexual adults. *Developmental Psychology, 47*(6):1658-1673. doi:10.1037/a0025508.

- Feagin, J., & Bennefield, Z. (2014). Systemic racism & U.S. health care. *Social Science & Medicine*, 1037-14.
- Griffith, D. M., Metzl, J. M., & Gunter, K. (2011). Considering intersections of race and gender in interventions that address US men's health disparities. *Public Health*, 125(7), 417-423.
- Pharr, J. R., Francis, C. D., Terry, C., & Clark, M. C. (2014). Culture, caregiving, and health: Exploring the influence of culture on family caregiver experiences. *ISRN Otolaryngology*, 1-8.
- Witten, T. (2003). Life course analysis -- the courage to search for something more: Middle adulthood issues in the transgender and intersex community. *Journal of Human Behavior in The Social Environment*, 8(2/3), 189-224.

Week 7 /February 26, 2021/Middle Adulthood, Anxiety, and Trauma Disorders

Topics:

- Trauma
- Post-Traumatic Stress Disorder (PTSD)
- Anxiety Disorders
- Diagnosing Trauma and Anxiety Disorders
- **Groups 3 & 4 present in class**

Required Readings:

1. Anxiety Disorders, NIMH /NIH <http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>
2. Ruglass, L. M., & Kendall-Tackett, K. (2014). *Psychology of trauma 101*. New York, NY: Springer Publishing Company. (Chapters 3 & 4)

In addition, please choose ONE of the following examining intersections among race, racism, and trauma:

- Katz, R. S., Willis, H., & Joseph, J. J. (2014). Economic inequality, racism and trauma: Growing up in racist combat zones and living in racist prisons. *Journal of Pan African Studies*, 7(6), 25-59.
- Lowe, S. M., Okubo, Y., & Reilly, M. F. (2012). A qualitative inquiry into racism, trauma, and coping: Implications for supporting victims of racism. *Professional Psychology: Research and Practice*, 43(3), 190-198. doi:10.1037/a0026501

Week 8 /March 5, 2021/Middle Adulthood and Interpersonal Violence

All classes will meet together - A panel will discuss their experiences working in the field of interpersonal violence

Topics:

- Traumatic experiences in adulthood (intimate partner violence, community violence, sexual violence)

Required Readings:

1. Cannon, C., & Buttell, F. (2015). Illusion of inclusion: The failure of the gender paradigm to account for intimate partner violence in LGBT relationships. *Partner Abuse, 6*(1), 65-77.
2. Macy, R. J., Ermentrout, D.M. & Johns, N.B. (2011). Physical and behavioral healthcare of partner and sexual violence survivors. In C. M. Renzetti, J. Edleson, & R. K. Bergen (Eds.) *Violence against women sourcebook* (Vol. 2) (pp. 289-308). Thousand Oaks, CA: Sage.
3. Thaller, J., Messing, J. T., & Carlson, B. E. (2014). Intimate partner abuse. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 392-414). New York, New York: Columbia University Press. [online access via Davis Library]

Recommended Reading:

- ❖ Rios, A. (2017). 'Crisis Gets Served Before Anything Else': Structural constraints on integrating LGBT consciousness-raising into antiviolence work. *Annals of Anthropological Practice, 41*(1), 20-34.

MARCH 12- NO CLASS

Week 9 /March 19, 2021/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

Required Readings:

1. Hutchison, Chapter 16- Late Adulthood.
2. Lyons, A., Alba, B., Heywood, W., Fileborn, B., Minichiello, V., Barrett, C., Hinchliff, S., Malta, S., & Dow, B. (2018). Experiences of ageism and the mental health of older adults. *Aging & Mental Health, 22*(11), 1456–1464. <https://doi-org.libproxy.lib.unc.edu/10.1080/13607863.2017.1364347>

In addition, please choose ONE of the following examining concepts and characterizations of “successful aging”:

- Baker, T. A., Buchanan, N. T., Mingo, C. A., Roker, R., & Brown, C. S. (2015). Reconceptualizing successful aging among Black women and the relevance of the strong Black woman archetype. *Gerontologist, 55*(1), 51-57.
- Fabbre, V. D. (2015). Gender transitions in later life: A queer perspective on successful aging. *Gerontologist, 55*(1), 144-153.
- Katz, S., & Calasanti, T. (2015). Critical perspectives on successful aging: Does it “appeal more than it illuminates”? *Gerontologist, 55*(1), 26-33.

Week 10 / March 26, 2021/ Older Adulthood and Health Issues

Topics:

- Heart/cardiovascular disease and stroke
- Health and physical disability in older adulthood
- Caregiving in older adulthood

Required Readings:

1. Ai, A. L., & Carrigan, L. T. (2007). Social-strata-related cardiovascular health disparity and comorbidity in an aging society: Implications for professional care. *Health and Social Work, 32*(2), 97-105.
2. Allen, J. O. (2016). Ageism as a risk factor for chronic disease. *Gerontologist, 56*(4), 610-614.
3. Diwan, S., Balaswamy, S. & Lee, S.E. (2012). Social work with older adults in health-care settings. In
4. White, A., Philogene, G., Fine, L., & Sinha, S. (2009). Social support and self-reported health status of older adults in the United States. *American Journal of Public Health, 99*(10), 1872-1878.

April 2 - NO CLASS**Week 11 / April 9, 2021 / Older Adulthood and Mental Health**

Topics:

- Cognitive disorders, including dementia
- Overview of how major mental health disorders manifest in older adulthood

Required Readings:

1. Alzheimer's - <http://www.nia.nih.gov/alzheimers/topics/alzheimers-basics> Read through this basic fact sheet about Alzheimer's disease from the National Institute on Aging.
2. Corcoran & Walsh, Chapter 18 - Neurocognitive Disorders
3. Stroke
http://www.stroke.org/site/DocServer/STROKE_101_Fact_Sheet.pdf?docID=4541
Read through this basic fact sheet about stroke from the National Stroke Association
4. Watch video The Four D's of Suicide Risk in Older Adults
<https://www.youtube.com/watch?v=QcBzrY1WOfM>
5. Yarns, B. C., Abrams, J. M., Meeks, T. W., & Sewell, D. D. (2016). The mental health of older LGBT adults. *Current Opinions in Psychiatry, 18* (60), 1-11. DOI: 10.1007/s11920-016-0697-y

Recommended Reading:

- ❖ Mahoney, D.F., Cloutterbuck, J. Neary, S. & Shan, L. (2005). African American, Chinese, and Latino family caregivers' impressions of the onset and diagnosis of

dementia: Cross-cultural similarities and differences. *The Gerontologist*, 45(6), 783-792.

Week 12/April 16, 2021/Very Late Adulthood/Death and Dying

All classes will together- - A panel will discuss their experiences working with older adults

Topics:

- Death and bereavement
- Death in individual life cycle and family life cycle

Required Readings:

1. Berk, L. E. (2007). *Development through the lifespan* (4th ed.) (pp.634-663). Boston, MA: Allyn & Bacon.
2. Hooyman, N. R., & Kramer, B. J. (2006). Resilience and meaning making. In *Living through loss: Interventions across the life span* (pp. 63-86). New York, NY: Columbia University Press.
3. Strada, E. (2009). Grief, demoralization, and depression: Diagnostic challenges and treatment modalities. *Primary Psychiatry*, 16(5), 49-55.

Recommended Readings:

- ❖ Herbert, R., Schulz, R., Copeland, V&, Arnold, R. (2009). Preparing family caregivers for death and bereavement: Insights from caregivers of terminally ill patients. *Journal of Pain & Symptom Management*, 37, 3-12.
- ❖ Laurie, A., & Neimeyer, R.A. (2008). African-Americans in bereavement: Grief as a function of ethnicity. *Omega*, 57(2), 173-193.
- ❖ Sanders, S., Ott, C., Kelber, S. & Noonan, P. (2008). The experience of high levels of grief in caregivers of persons with Alzheimer's disease and related dementia. *Death Studies*, 32, 495-523.

Week 13/April 23, 2021/Course Wrap-Up and Termination

- Course Wrap-Up
- Integrating Course Learning
- Lessons learned from Older Life Review

Appendix A: Older Adult Life Review

Due: Friday, April 23, 2021 at 11:55pm

People usually engage in a process called life review as they enter the later years of life. The life review process allows people to reflect on significant events that shaped their lives. People gain a deeper understanding of themselves and the world around them. For

this assignment, you will interview an older adult (over the age of 65) and summarize their life review narrative.

Your informant could be a relative, friend, acquaintance, or client. If you are interviewing a client, you must receive permission from your field instructor. Find an interviewee who is willing to share. Interviewees who are open enjoy being interviewed. Do not conduct the interview with a person who is reluctant or depressed. We are not trying to push anyone into self-disclosing what they do not wish to disclose. Be sure to describe the assignment to your informant and let them know their identity will be masked. Contact your course instructor if you need help locating someone to interview.

The questions below are included to help structure your interview; please feel free to change the order and wording of the questions and to add questions of your own. You do not need to ask all the questions listed below. Start and end the interview with lighter topics. Write out your questions so that you remember to include pertinent subjects and to keep the interview on track. At the same time, maintain sufficient flexibility to learn from your informant should he or she offer valuable information that is “off topic.”

- Tell me about what your life is like now? How would you describe a typical day?
- Tell me about the most important people in your life.
- What were the most significant events in your life?
- What would you consider to be your greatest accomplishment?
- As you look back at your accomplishments, how do you feel about your life?
- How has your sense of self (who you are) changed over the years?
- What brings you satisfaction?
- Would you share with me one of the highlights of your life?
- Which period in your life was the most enjoyable? The most challenging?
- What challenges have you faced?
- How have you coped with these challenges? What have you learned from your struggles?
- Looking back at your life, what would you do differently?
- How was your life influenced by societal or cultural events?

After your interview, prepare a summary that addresses the following points. An appropriate reference list in APA format is required. Be sure to integrate the theoretical perspectives and factual information from this course. All assignments must address the following:

1. Provide a brief description of the person you interviewed, your relationship, the setting, and the emotional climate.
2. What were the significant events that shaped this person’s life?
3. How have issues of diversity—race, ethnicity, rurality, gender/sexual orientation, disability, and social class—impacted this person's development across his or her lifespan. Include both the individual’s perception as well as *your own* using your lens as a social worker.
4. What risk and protective factors have influenced this person’s development?

5. What coping strategies and resources has he/she used? Address family, community, culture, and individual strengths. Are these typical of the resources available to others in this cohort?
6. Life course analysis, including the developmental impact on the person's social location in terms of family, community, and historical time.
7. What have you learned from hearing this person's life review? Discuss your expectations, what surprised you, and perspectives post-interview.

Grading Rubric

Evaluation Elements	Possible Points	Student Score
Description of Interviewee: Provide a brief description of the person you interviewed, your relationship, the setting, and the emotional climate.	15	
Review of significant life events: Might include any of the following: accomplishments, challenges, significant life events, satisfaction in life, areas of life that were most challenging, and sense of self	15	
Risk and protective factors- Discussion of risk factors that have affected the person's development	15	
Examination of issues of diversity- Examine how issues of race, ethnicity, rurality, gender/sexual orientation, disability, and social class—impacted this person's development across his or her lifespan (according to the individual's perception)	15	
Life Course Analysis	15	
Your learning from the interview- what did you expect? What did you learn? What was surprising?	15	
Quality of writing (e.g., grammar, well edited, and appropriate use of APA style, references)	5	
Total	100	

Appendix B: IPE Reflection Paper

If you participated in the IPE event in lieu of the older adult paper, write a one-page reflection of your experience including: what you learned, what you gained, and how you will integrate the information learned at the IPE event into your practice.