SASS 441 HUMAN DEVELOPMENT II STUDY GUIDE

COURSE DESCRIPTION

This course builds on SASS 440 Human Development I (child and adolescent) by comparing the general themes of feeling (emotion), thinking (cognition), and acting (behavior) with adult emotional, cognitive, and behavioral development. Students will understand the differences and similarities between earlier (child and adolescent) and later (adult, including older adult) emotional, cognitive, and behavioral development by examining, across the life-span, the idea/concept of: (1) adult development as gains/losses, (2) adult development as plasticity and variation (i.e., development can take many forms and can change), (3) adult development as risks, conflicts, protective factors, and resilience, and (4) adult development as context (e.g., family, society, gender, culture, ethnicity, social class, discrimination, sexual orientation, and socio-historical [i.e., cohort] contexts).

This course adds new content and perspectives to Human Development I by beginning with the debates about the transition from adolescence to adulthood, what some scholars have called "late adolescence," "emerging adulthood," or "young adulthood" (ages 18-24), and ending with death. The course is not organized by assuming that a person's chronological age is a predictor of developmental achievements -- for example, training and education (ages 18-24), work/career (ages 24-35), intimacy/marriage/domestic partnership (ages 24-35), family/parenting (ages 35-55), retirement (age 65-85), and death (age 85 +). Instead, it assumes that gains/losses, plasticity, resilience, and context matter throughout adult life, regardless of age or developmental task. Emphasis is placed on variation in developmental task challenges, conflict, and change, not prescriptive, normative, or linear progressions from one developmental task to another, leading up to, for example, the "good" or "perfect" death. Overall, the course is designed to provide students a model for thinking about and assessing adult life-span development so that an adult client's dysfunction, disorder, disease, or problems (social and/or psychological) can be situated in the context of a person's developmental achievements, conflicts, and strengths.

COURSE OBJECTIVES

This course is designed to help students meet the following objectives:

1. To understand the differences and similarities between child/adolescent and adult development (Think Critically, EPAS Foundation Program Objective 3.0.1 and EPAS Content Area 4.3)

2. To understand and critically evaluate major theories and controversies regarding adult development (Think Critically, EPAS Foundation Program Objective 3.0.1, and EPAS Foundation Program Objective 3.0.7, use of theory, and EPAS Content Area 4.3);

3. To use developmental theory as a model for assessment of adult achievements, conflicts, and strengths (Apply Social Work Methods, EPAS Foundation Program Objective 3.0.M6, and EPAS Foundation Program Objective 3.0.7, use of theory, and EPAS Content Area 4.3);

4. To communicate effectively, either orally or in writing, by presenting an adult developmental assessment (Communicate Effectively, EPAS Foundation Program Objective 3.0.10 and EPAS Content Areas 4.3 and 4.5);

5. To understand and identify how adult development is affected (positively and negatively) by contextual factors such as cohort, gender, race, ethnicity, sexual orientation, discrimination, socioeconomic status, and culture (Valuing a Diverse World, EPAS Foundation Program Objectives 3.0.3 and 3.0.4, and EPAS Content Areas 4.1, 4.2, and 4.3) (Values and Ethics, EPAS Foundation Program Objective 3.0.2 and EPAS Content Area 4.0).

Viorst, J. (1998). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow.* New York: Fireside.

Styron, W. (1992). *Darkness visible: A memoir of madness.* New York: Vintage Books.