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**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Lifespan Development**

 **SOWK 305**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In person/hybrid/online]

**Prerequisites:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**COURSE DESCRIPTION**

This course will consider biopsychosocial spiritual theories across the life-course, with a focus on trauma and resilience and an understanding of the role of neuroscience in development. Within each module, we will briefly introduce "traditional" understandings of development, and then complicate these approaches with a discussion of challenges and thriving reflected by clients of social workers. The course will also explore the role of the social work profession in using knowledge of the impact of the social environment on development to build programs and policies reflective of the value of social justice at the core of the profession. By the end of the course, social work students will be able to use content to assess adaptation and development based on individual- or community-level resilience, stressors, and disadvantage.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) and Practice Behaviors (PB)

**EPAS 6.0: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

**Assignments**

* Paper 1
* Student-led discourse
* Reflection exercises
* All weekly class readings and discussion

**EPAS 7.0: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Assignments**

* Papers 2 and 3
* All weekly class readings and discussion
* Reflection exercises

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted via Sakai by the start of class on the due date. All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (i.e., one grade point per day). AGAIN, if a student chooses to submit an assignment after a mandatory due date, no feedback will be provided. To receive a passing grade for the course, ***all*** *assignments must be completed and submitted*.

**Participation (10%):** Student participation in synchronous and asynchronous discussions via comments and questions to peers and the instructor is essential to establishing a collaborative learning environment, and therefore will assess as part of the final grade. Various ungraded assignments (e.g., forum posts) and attendance will also contribute to the participation grade. Please see the Sakai site for this course and the syllabus and rubrics tab for a grading rubric.

Participation also includes weekly quizzes, which serve three key functions: (1) encourage students’ close reading of assigned materials; (2) assess student learning; and (3) serve as a springboard for class discussion. You will take a quiz every week with an assigned group of your peers. Each week, one student in your group will take notes of your quiz answers and email them to me at jpryce@luc.edu prior to returning to the main Zoom session of class. **Your answer page should include each group members’ name, the date, as well as your complete answers.** Quizzes factor into your attendance and participation grade.

**Reflection (10%):** Throughout the semester, students will be required to write 2, no more than one-page, single-spaced reflections of their reactions to the weekly reading assignments*.*  **One reflection is expected approximately every seven weeks**, but specific timing can be chosen by the student. Students are encouraged to write about the key points from readings that they found most helpful, interesting, confusing, or provocative, and to also pose any questions they had while completing the week's reading. Specifically, students can consider these prompts in their reflections:

* What struck you about this week's readings? Be specific. Where did you find inconsistencies or tensions in the readings? What surprised you? What stuck with you after reading?
* How does the content from this week's readings complement or challenge that of other weeks? How does it contribute to your developing knowledge?
* To what extent does the content offer sensitivity to diversity when understanding behavior in the social environment?
* What curiosities and questions have this content provoked?

All writing assignments must be posted to the corresponding Assignments page in Sakai the **X before each class period, no later than X TIME.** These reflections are intended to help students integrate information, and to engage with course content more comprehensively. They are ***not*** intended to be busy work or burdensome. Completion of these reflections will be graded on a five-point scale. Responses will be graded on the extent to which students thoroughly addressed the prompt(s). **Late posts will be accepted until the final day of class but can only receive a maximum of 2.5 out of 5 points.**

**Student-Led Discourse (20%)**: You likely practice academic and intellectual discourse in all your courses. It is important to gain exposure and experience to move beyond responding to discursive invitations from instructors to *initiating* discourse. Presenting material and leading discussions are also important skills to hone as you progress throughout your education and career. On the first day of class, I will randomly assign each student to a small group with whom you will collaborate to develop a presentation for a specific week of class. The presentation will include 3 parts:

1. **Summary** of the content for the week, based on assigned readings, presented in a video or narrated PowerPoint presentation (*approximately 15-20 minutes*) sent to the whole class via email or Sakai **by the preceding Wednesday at 8:00 pm**. Please feel free to be creative! You can use PowerPoint, and/or also bring in other forms for presenting. Be thoughtful about what you want to present. Do not assume you need to summarize everything in all the sources/readings.
2. Set of 3 quiz questions for your peers, sent to the instructor via email, by the preceding **Wednesday at 8 pm**.
3. Set 3-5 discussion questions, that you will use to guide and facilitate the class discussion (approximately 20-30 minutes) during our synchronous class that week. Discussion questions must be posted alongside the PowerPoint presentation to the Sakai Forums as well as sent to the instructor no later than the preceding **Wednesday at 8 pm**.

This assignment will factor significantly toward your grade for the course. Presenting and leading conversations is an opportunity to express your unique, critical thinking and creativity. It also invites us to co-facilitate the class, engage more voices, and learn content more deeply as we seek to teach it. In past experience, this aspect of the course adds a wonderful element, particularly in the online format.

**Family Event Analysis Paper (15%)** (5-6 pages)

Consider an event in the life of your own family of origin. This may be an event that impacted or changed the normative routines or relationships within your family, such as the birth of a child, moving to a new place, a crisis or stressor, the loss of a family member, etc. The purpose of this reflection paper is to demonstrate your ability to apply social work theories to your family’s experience. ***Cite*** and ***apply*** social work theories covered in classes 1-4 to this life event.

Specifically:

* Briefly describe the event and your family’s response to it.
* Identify strengths displayed by your family members during this event.
* Identify cultural influences that affected your family’s experience of the event.
* Indicate the risk and protective factors that either a) affected the likelihood of your family experiencing the event in question or b) affected your family’s response to the event/the event’s outcome.
* Discuss whether oppression was a factor in your family’s experience of the event. If so, how? If not, what prevented that from being a factor?
* Consider the ways in which your family may have been empowered, and by what systems, during the event.
* Identify relevant systems and environmental factors involved in the event or the response to the event (e.g., extended family, neighbors, religious community, group membership, medical and legal systems, etc.).

Describe the interaction of various systems using concepts from systems theory, as covered in class.

**Client Stressors, Life Stages & Theory (20%)** (7-8 pages)

Select a psychosocial difficulty that may be experienced by an individual at some point during development (e.g., diagnosis with a learning disability, the experience of physical abuse, separation from a caregiver, onset of mental illness, etc.). Explore the impact of that event on development at two developmental stages. Specifically:

1. Offer a brief description of the difficulty, using at least 3 scholarly citations (materials from class or outside sources from reputable, peer-reviewed journals) to summarize what is generally known about the difficulty and its impact (approx. 2 pages). Include any relevant sociocultural factors associated with the onset or maintenance of the difficulty.
2. Briefly describe an individual who has experienced this psychosocial difficulty, using a client, acquaintance (not a family member or close friend), or fictional character. (1/2 page)
3. Describe normative development (physical, cognitive, moral, emotional, social) during the period in which the psychosocial event occurred. Use course readings to support this. (2-3 pages)
4. Discuss how development was interrupted or altered by the experience of the psychosocial difficulty for the individual you described in #2 (2-3 pages) by looking at the impact of the stressor on a second life stage.

**Paper 3 - Older Adults, Aging & Theory** (25%) (8 – 9 pages)

This course covers human development across the life span and emphasizes the interaction between people and their social environments. The purpose of this assignment is to structure ***2-3 approximately one-hour interviews*** via phone or Zoom with ONE older adult (i.e., 65 years old and older) and create one paper that explores those contacts, theory, and your experience with the older adult and how this all relates to the course material. This written assignment is intended to help you understand the importance of older adulthood and aging issues as relevant to social work practice, theory, and public policy.

**Format**

To complete the project, there should be a minimum of 2, and a maximum of 3, approximately one-hour interactions with the same individual. In terms of choosing this older adult, try to consider acquaintances or new connections, rather than family members or close friends. This will give you the opportunity to get to know someone new. If a new connection is not possible, please consider someone you would like to get to know better within your network. Written expectations include (based on three encounters; modify for 2):

**1. Prior to the first encounter:** In approximately two pages, please write a description of:

* The nature of the interaction you will be having with the older adult(s) – who, what, where. Please do not use the older adult’s real name or other information that makes them readily identifiable, however it is fine to identify the relationship you have with this person.
* The goals you have for your own learning about older adults that will promote your personal or professional growth.
* Your expectations of the three most challenging aspects of this assignment.
* Your expectations of the three most rewarding aspects of this experience.
* The strengths you bring to this project.
* Your own weaknesses/stereotypes/biases you will have to address to make this project successful for yourself.

**2. First encounter:**

* Prepare interview questions to learn about the person’s life.
* Schedule a mutually agreeable time for the conversation.
* Take notes or get the person’s permission to record the conversation.

**3. After the first encounter:**  In approximately one-two pages, please write a description of:

* Your first encounter (who was there and the nature of the interaction).
* Your feelings and thoughts before, during, and after the visit.
* Changes in your plans, goals, concerns, etc. from what you wrote prior to the visit and what accounts for these changes.
* Please note, it is a good idea to note your initial thoughts and feelings immediately after the visit. Then let this percolate a few days and then write the final version. If you wait too long to write things down, too many other things dilute the experience.

**4. Second encounter:**

* Prepare interview questions to follow up on your previous conversation. These might include filling in gaps of information about the person’s life, and more nuanced curiosities you have after reflecting on what they told you previously.
* Schedule a mutually agreeable time for the conversation.
* Take notes or get the person’s permission to record the conversation.

**5. After the second encounter:** In approximately two pages, please write a description of:

* What, if any, changes, have taken place in the perspective you described after the first meeting.
* Initial connections are you making between your observations and thoughts and the material covered in class, particularly the reading materials on older adults.

**6. Third (optional) encounter:**

* Prepare interview questions to follow up on your previous conversations. Consider sharing your own impressions thus far, including the connections you are making between what you are learning in class and what they have shared about their own life.
* Schedule a mutually agreeable time for the conversation.
* Take notes or get the person’s permission to record the conversation.

**7. After the third encounter:**  In approximately two pages, write a description of:

* Summarize what you have learned from this experience that will promote your personal and professional growth and thinking about older adults.
* Remark on further connections you are making between the material covered in class and the reading materials on older adults.
* Please use in-text citations to cite the course material from class to connect it to this movie. You do not need to bring in outside research, though, if you find a compelling academic article you would like to incorporate, you are welcome to do so. Papers should be approximately 8-10 pages in length.

Students may choose a focus to the conversations such as:

* + Cultural and ethnic diversity
	+ LGBTQ issues
	+ Psychosocial adjustment to aging
	+ Health and/or mental health issues
	+ Spirituality and religiosity

The following are suggested questions to assist with the conversation surrounding the general life story section:

* + What are some of the most significant accomplishments in your life?
	+ What have been some of the most significant challenges in your past life development?
	+ Today, what are some of the most important issues you face as an older adult?
	+ As you look back, how do you see your different developmental phases (infancy, childhood, adolescence, adulthood) affecting your life now?
	+ How are you preparing for your anticipated future needs (physical, emotional, mental, spiritual, and/or financial)?
	+ If you were to review your life as a whole, how would you describe the most important meanings you have discovered?
	+ What wisdom would you like to share with others?
	+ How would you like to be remembered?
* This assignment should be written in 12-point Times New Roman font, double-spaced, and proofread for errors in grammar, spelling, and APA style.

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

1. Davies, D. & Troy (2020). [*Child development: A practitioner’s guide*](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51133246550002506&context=L&vid=01LUC&search_scope=Course_Reserves&isFrbr=true&tab=course_reserves&lang=en_US). 4th edition. New York: The Guilford Press.
2. Danticat, E. (2017). *Brother, I’m Dying*. Vintage Books, New York, NY. Can be read for free using this link: <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9911319493402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en> (Book can also be found on Audible and as a paperback through the Chicago Public Library.)
3. Tatum, B. (2017). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

**RECOMMENDED TEXT(S)**

#### **COURSE SCHEDULE**

**Module 1**

**CIP Immersion Experience**

Based on a teaching framework designed to prepare urban teachers to engage students attending urban schools in Chicago (Lee, 2018), as well as the philosophical underpinnings of Paolo Freire as discussed by Freire, (1970,2018); Hagar (2012) and Clonan-Roy, Jacobs & Nakkula (2016), the proposed, 5-day immersion program offers MSW students an introduction to social work across micro, meso and macro domains. The community immersion program will expose students to relevant community interactions, readiness skills, and necessary self-care tactics beneficial to social work education and careers. As a result of the immersion experience, it is expected that students will begin subsequent course work with an initial awareness of social work field interactions and pertinent philosophies (i.e., person-in-environment, self-awareness) associated with social work education and practice with marginalized and disenfranchised communities.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Reflect upon forthcoming experiences in the social work program.
2. Promote self-reflection related to personal biases, assumptions, stereotypes, privileges, and the impact it may have upon their continued personal and professional growth as a social worker.
3. Assess the meaning and importance of safe and brave classroom spaces and the positive role students can contribute to promoting such spaces in the classroom, field, and beyond.

**Required Readings**

1. Brave Space:  [*Classroom Basics*](https://medium.com/%40amarquez628/brave-space-classroom-basics-b1fba7c9ac5b)
2. Bussey, S. R. (2020). Finding a path to anti-racism: [*Pivotal childhood experiences of White helping professionals*](https://journals.sagepub.com/doi/pdf/10.1177/1473325020923021?casa_token=yxUhh7HPHkUAAAAA:7LJnaliFOnfE2aXJOeVK2BcleVEhirMe-TybRXa233VesjSzk8X1cEvIdttjMVStxzqoRYxGwmlPyA). Qualitative Social Work, 1473325020923021.
3. Case Assignment “I’m a Social Worker” from: Wolfer, T., Franklin, L., & Gray, K. (2013).[*Decision Cases for Advanced Social Work Practice: Confronting Complexity*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1). Columbia University Press.
	* Please read the following sections:
		+ [To Students](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=18)
		+ [Introduction to the Cases](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=20)
		+ [I’m a Social Worker](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=124)
4. Freire, P. (2018). Chapter 1. [*Pedagogy of the oppressed*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=1745456) (pp. 43-69). Bloomsbury publishing USA.
5. Pryce, J. M., Gilkerson, L., & Barry, J. E. (2018). [*The mentoring FAN: A promising approach to enhancing attunement within the mentoring system.*](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_01488376_2018_1472174&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Journal of Social Service Research, 44(3), 350-364.
6. Gilkerson, L., & Pryce, J. (2020). [*The mentoring FAN: A conceptual model of Attunement for youth development settings*](https://sakai.luc.edu/access/content/group/7bd7587e-1a8f-422a-83d5-6a7739cde1a9/The-mentoring-FAN-a-conceptual-model-of-attunement-for-youth-development-settings.pdf). Journal of Social Work Practice, 1-16.
7. [*Safe and Brave Spaces*](https://medium.com/%40amarquez628/safe-and-brave-spaces-b9a3b51e107f)

**Required Podcast**

1. Singer, J. B. (Host). (July 19, 2020). [*#127 - Both/And or Either/Or: Social Work and Policing*](https://socialworkpodcast.blogspot.com/2020/07/socialworkpolicing.html) [Audio Podcast]. *Social Work Podcast*. (57:34, Transcript Available)
	* [Watch on Facebook with live comments](https://business.facebook.com/swpodcast/videos/310765373631603/) (57:34)
	* [Watch on YouTube [SD] with captions](https://youtu.be/daaZ-vNTDrU) (57:34, CC)

**Module 2**

**Overview of course and theories**

This module provides an overview of the nature and role of theory, and how it is used in the field of social work. It provides an introduction of select core theoretical perspectives and examples of how these are used in social work practice.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Describe the basic components of core theoretical perspectives that inform the profession of social work
2. Contrast core theoretical perspectives that inform the profession of social work
3. Analyze and assess the limitations, biases, and strengths of each theoretical perspective
4. Analyze with a critical lens, the use of core theoretical perspectives in social work practice.

**Required Readings**

1. Danticat, E. [Brother, I’m Dying](https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6100781)*.*pgs. 3-61.
2. Rogers, A.T. (2016). [Human behavior in the social environment: New directions in social work (2nd ed.),](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51167309530002506&context=L&vid=01LUC&search_scope=Library_Collections&isFrbr=true&tab=default_tab&lang=en_US) Chapters 1 & 2. New York: Routledge.
3. Turner, S. G., & Maschi, T. M. (2015). [Feminist and empowerment theory and social work practice.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/02650533.2014.941282&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Journal of Social Work Practice*, *29*(2), 151–162.
4. Walsh, F. (2010). [Religion, spirituality and the family: Multifaith perspectives.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21118229630002506&context=L&vid=01LUC&search_scope=Course_Reserves&isFrbr=true&tab=course_reserves&lang=en_US) In F. Walsh (ed.) *Spiritual resources in family therapy,* (Chapter 1) New York: Guilford.

**Module 3**

**Overview of theories of trauma and resilience**

This module focuses on theories of trauma and resilience and how trauma and resilience contribute to theoretical understandings of development. This module also introduces Systems Theory as a core perspective within the field of social work.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Describe the basic components of core theoretical perspectives that inform the profession of social work
2. Contrast core theoretical perspectives that inform the profession of social work
3. Analyze and assess the limitations, biases, and strengths of each theoretical perspective
4. Analyze with a critical lens, the use of core theoretical perspectives in social work practice.

**Required Readings**

1. Davies, D. (2020). [Child development: A practitioner’s guide](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51133246550002506&context=L&vid=01LUC&search_scope=Course_Reserves&isFrbr=true&tab=course_reserves&lang=en_US), pp. 60-123. New York: The Guilford Press.
2. Ungar, M., Ghazinour, M., & Richter, J. (2013). [Annual Research Review: What is resilience within the social ecology of human development? Resilience in the social ecology of human development.](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=86197609&site=ehost-live) *Journal of Child Psychology and Psychiatry, 54*, 348–366.
3. Tatum, B. (2003). Chapters 1-2. *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

**Required Video**

1. [Introduction to Bronfrenbrenner’s theory of ecosystems –](https://www.youtube.com/watch?v=aSfPSLBw-Nc)

**Recommended Resources**

1. Henderson, D. X., Walker, L., Barnes, R.R., Lunsford, A., Edwards, C., Clark, C. (2019). [A framework for race-related trauma in the public education system and implications on health for Black youth.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_pubmed_primary_31578726&context=PC&vid=01LUC_INST:01LUC&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&query=any,contains,Henderson%20%20D.%20X.%20%20Walker%20%20L.%20%20Barnes%20%20R.R.%20%20Lunsford%20%20A.%20%20Edwards%20%20C.%20%20Clark%20%20C.%20(2019).%20A%20framework%20for%20race-related%20trauma%20in%20the%20public%20education%20system%20and%20implications%20on%20health%20for%20Black%20youth.%20Journal%20of%20School%20Health%20%2089(11)%20%20926-933.&mode=Basic) *Journal of School Health*, 89(11), 926-933.
2. Paat, Y.-F. (2013). [Working with immigrant children and their families: An application of Bronfenbrenner’s ecological systems theory.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/10911359.2013.800007&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Journal of Human Behavior in the Social Environment*, *23*(8), 954–966. <http://doi.org/10.1080/10911359.2013.800007>

**Module 4**

**Overview of neuroscience across the life course**

This module looks at the intersection of neuroscience and trauma and includes a focus on the impact of structural racism on neurobiological development across the life course.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Describe the basic components of core theoretical perspectives that inform the profession of social work
2. Contrast core theoretical perspectives that inform the profession of social work
3. Analyze and assess the limitations, biases, and strengths of each theoretical perspective
4. Analyze with a critical lens, the use of core theoretical perspectives in social work practice.

**Required Readings**

1. Cozolino, L. (2013). The developing brain. *The neuroscience of human relationships: attachment and the developing social brain* (Second edition) (pp. 27-4). W.W. Norton & Company.
2. Shapiro, J., & Applegate, J. (2018). Social work and neuroscience: An introduction. *Neurobiology for clinical social work: theory and practice*(Second edition.) (pp. 1-23). W.W. Norton & Company.

**Required Video**

1. Perry, B.D. (2014, September 28). The impact of trauma on the developing child. University of Notre Dame Shaw Center for Children and Families [Video file]. Retrieved from: <https://www.youtube.com/watch?v=2rpfd_H4euU&t=2034s>

**Required Podcast**

1. Hamilton, J. (2020, September 24). Neuroscience has a whiteness problem. This research project aims to fix it. *All Things Considered*[Audio file]. Retrieved from: <https://www.npr.org/sections/health-shots/2020/09/24/915783973/a-neuroscience-project-pushes-to-include-more-african-americans-in-brain-researc>

**Module 5**

**Prenatal development and infancy**

This module provides an introduction to prenatal and infancy development, incorporating attention to attachment and separation, as well as developmental differences during this stage.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Danticat, E. [Brother, I’m Dying](https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6100781)*.* pgs. 62-144.
2. Davies, D. (2020). [Child development: A practitioner’s guide](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51133246550002506&context=L&vid=01LUC&search_scope=Course_Reserves&isFrbr=true&tab=course_reserves&lang=en_US), pp. 131-162. New York: The Guilford Press.
3. Tomasello, N.M., Manning, A.R., & Dulmus, C.N. (2010). Family-centered early intervention for infants and toddlers with disabilities. *Journal of Family Social Work, 13*, 163-172. <http://doi.org/10.1080/10522150903503010>
4. Lovato, K., Lopez, C., Karimli, L., Abrams, L. S. (2018). The impact of deportation related family separations on the well-being of Latinx children and youth: A review of the literature. *Children and Youth Services Review, 95*, 109-116. https://doi.org/10.1016/j.childyouth.2018.10.011

**Required Video**

1. [Introduction to Erikson’s Stages of Development](https://www.youtube.com/watch?v=aYCBdZLCDBQ)

**Required Podcast**

1. Singer, J. B. (Host). (2013, April 18). #79 - [Perinatal loss: Interview with Sarah Kye Price, Ph.D](https://socialworkpodcast.blogspot.com/2013/04/perinatal-loss-interview-with-sarah-kye.html). *Social Work Podcast.*

**Recommended Resources**

1. [The Growing Years: Conception to Childhood](https://luc.kanopy.com/video/growing-years-conception-childhood)

**Module 6**

**Development in toddlerhood & preschool**

This module provides an introduction to development in the early years, incorporating attention to childcare, school entry, and discrimination and how they may impact a child’s early years.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Danticat, E. [Brother, I’m Dying](https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6100781)*.*pgs. 145-169.
2. Davies, D. (2020). [Child development: A practitioner’s guide](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51133246550002506&context=L&vid=01LUC&search_scope=Course_Reserves&isFrbr=true&tab=course_reserves&lang=en_US), pp. 185-224, 251-303. New York: The Guilford Press.
3. Tatum, B. (2003). Chapter 3. *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.
4. Saleem, F. T., Anderson, R. E., Williams, M. (2020). Addressing the “Myth” of racial trauma: Developmental and ecological considerations for youth of color. *Clinical Child and Family Psychology Review, 23*, 1-14. <https://doi.org/10.1007/s10567-019-00304-1>

**Required Video**

1. Helen Pearson: [Lessons from the longest study on human development](https://www.ted.com/talks/helen_pearson_lessons_from_the_longest_study_on_human_development?referrer=playlist-deep_studies_of_humanity#t-391710) (the impact on development of the environment, from poverty to parenting)

**Recommended Resources**

1. Armstrong, A. (2019). [Bias starts as early as preschool but can be unlearned](http://Armsthttps://www.edutopia.org/article/bias-starts-early-preschool-can-be-unlearned). Edutopia.org.
2. [Kids as young as 5 show racial bias, research suggests](https://www.youtube.com/watch?v=hyAxQJgowL0) (Implicit Association Test for children)
3. Armstrong, A. (2019). [Bias starts as early as preschool but can be unlearned](http://Armsthttps://www.edutopia.org/article/bias-starts-early-preschool-can-be-unlearned). Edutopia.org

**Module 7**

**School-age child development**

This module provides an introduction to school-age development. Content focuses on the impact of peer relationships, and various forms of identity (e.g., gender, race) development during this time.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Danticat, E. [Brother, I’m Dying](https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6100781)*.* pgs. 170-230.
2. Davies, D. (2020). [Child development: A practitioner’s guide](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51133246550002506&context=L&vid=01LUC&search_scope=Course_Reserves&isFrbr=true&tab=course_reserves&lang=en_US), pp. 327-383. New York: The Guilford Press.
3. Steele, C. M. (2010). A mysterious link between identity and intellectual performance (Chapter 2). *Whistling Vivaldi: How stereotypes affect us and what we can do,* pp. 16-43. New York: W. W. Norton and Co.
4. Trent, M., Dooley, D. G., Douge, J. (2019). The impact of racism on child and adolescent health. Pediatrics, 144(2), 1-14.

**Required Podcast**

1. Glass, I. (Producer). (2012, September 14). [Back to school](http://www.thisamericanlife.org/radio-archives/episode/474/back-to-school) [Radio broadcast episode]. *This American life* AND/OR The Book of Statuses. [Nice White Parents](https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html) New York Times Podcast Episode #1.

**Module 8**

**Adolescence**

This module provides an introduction to development in adolescence. Content focuses on identity development (e.g., sexual orientation, race), brain development, and strengths and resilience in adolescence.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Laser, J.A. & Nicotera, N. (2010). Ch. 2 - [The push-pull of adolescent development](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21123624190002506&context=L&vid=01LUC&search_scope=Library_Collections&isFrbr=true&tab=default_tab&lang=en_US). *Working with adolescents: A guide for practitioners* (pp. 14-35)*.* New York, NY: Guilford Publications**.**
2. Tatum, B. (2003). Chapter 4. *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.
3. Kosciw, J. G., Palmer, N. A., & Kull, R. M. (2015). [Reflecting resiliency: Openness about sexual orientation and/or gender identity and its relationship to well-being and educational outcomes for LGBT students.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_wj10.1007/s10464-014-9642-6&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *American Journal of Community Psychology, 55*(1-2), 167-178. http://doi.org/10.1007/s10464-014-9642-6

**Required Video**

1. Daniel Siegel: [The Teenage Brain](https://www.youtube.com/watch?v=TLULtUPyhog).

**Required Podcast**

1. Singer, J. B. (Producer). (2014, September 9). #90 - [Adolescence, the Age of Opportunity: Interview with Laurence Steinberg, Ph.D.](http://www.socialworkpodcast.com/2014/09/steinberg.html) [Audio Podcast]. *Social Work Podcast.*

**Module 9**

**Emerging Adulthood**

This module provides an introduction to this transitional phase between adolescence and adulthood. Content focuses on identity development (e.g., spiritual identity), as well as the role of poverty on developmental outcomes among emerging adults.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Arnett, J.J. (2014). [Emerging adulthood: The winding road from the late teens though the twenties](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51136316320002506&context=L&vid=01LUC&search_scope=Library_Collections&isFrbr=true&tab=default_tab&lang=en_US), pp. 1-29. New York: Oxford University Press.
2. Barry, C.M. & Abo-Zena, M.M. (2014). [Emerging adults’ religious and spiritual development. C.M. Barry and M.M. Abo-Zena (Eds.) Chapter 3](https://oxford-universitypressscholarship-com.flagship.luc.edu/view/10.1093/acprof%3Aoso/9780199959181.001.0001/acprof-9780199959181-chapter-2). *Emerging adults’ religiousness and spirituality: Meaning making in an age of transition*. Oxford Scholarship Online.
3. Beck, Julie (1/5/2016). [When are you really an adult?](http://www.theatlantic.com/health/archive/2016/01/when-are-you-really-an-adult/422487) The Atlantic.
4. Kendig, S.M., Mattingly, M.J., & Bianchi, S.M. (2014). [Childhood poverty and the transition to adulthood.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_wj10.1111/fare.12061&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Family relations: Interdisciplinary Journal of Applied Family Studies, 63*, 271-286.

**Required Video**

1. [The Becoming Years: Adolescence to Older Adulthood](https://luc.kanopy.com/video/becoming-years-adolescence-older-adults)

**Module 10**

**Young Adulthood**

This module introduces the developmental phase of young adulthood, with a particular focus on professional identity and career development, as well as diversity in choices regarding parenting. Attention to race and gender is infused throughout.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Hoffnung, M. & Williams, M.A. (2008). [Balancing act: Career and family during college-educated women’s 30’s.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_springer_jour10.1007/s11199-012-0248-x&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Sex roles, 68*(5), 321-334. <http://doi.org/10.1007/s11199-012-0248-x> \*\*
2. Nelson, K.S., Kushlev, K., & Lyubomirsky, S. (2014). [The pains and pleasures of parenting: When, why and how is parenting associated with more or less well-being?](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_apa_articles10.1037/a0035444&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Psychological Bulletin, 140*(3), 846-895. http://doi.org/10.1037/a0035444
3. Dickens, D., Womac, V. Y., Dimes, T. (2019). [Managing hypervisibility: An exploration of theory and research on identity shifting strategies in the workplace among Black women.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_2290886541&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) *Journal of Vocational Behavior, 113,* 153-163.

**Required Video**

1. Christen Reighter: [I don’t want children. Stop telling me I’ll change my mind.](https://www.ted.com/talks/christen_reighter_i_don_t_want_children_stop_telling_me_i_ll_change_my_mind)

**Recommended Resources**

1. Sassler, S. (2010). [Partnering across the life course: Sex, relationships, and mate selection.](https://web-a-ebscohost-com.flagship.luc.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=6057486e-b7eb-45ef-ba0f-3a5bf298c47b%40sdc-v-sessmgr03) Journal of Marriage and Family, 72(3), 557-575. [http://doi.org/10.1111/j.1741- 3737.2010.00718.x](http://doi.org/10.1111/j.1741-%203737.2010.00718.x) \*\*
2. Gates, G. J. (2013). [LGBT parenting in the United States.](http://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBT-Parenting.pdf) *The Williams Institute*.

**Module 11**

**Middle Adulthood**

This module examines the developmental experience of middle adulthood. Attention is given to shifts in roles, including family and professional roles. Continued focus on sexual identity and racial/ethnic identity is applied throughout this module.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Lachman, M. E., Teshale, S., & Agrigoroaei, S. (2015). [Midlife as a pivotal period in the life course: Balancing growth and decline at the crossroads of youth and old age.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_medline25580043&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *International Journal of Behavioral Development*, *39*(1), 20–31.
2. Feliciano, C., Rumbaut, R. G. (2019). [The evolution of ethnic identity from adolescence to middle adulthood: The case of the immigrant second generation.](https://journals.sagepub.com/doi/10.1177/2167696818805342) Emerging Adulthood, 7(2), 85- 96. DOI: 10.1177/2167696818805342.
3. Rauch, J. (2014, December). [The real roots of the midlife crisis:](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=99338300&site=ehost-live) What a growing body of research reveals about the real roots of human happiness – and how to navigate the (temporary) slump in middle age. *The Atlantic.*
4. Tatum, B. (2003). Chapter 5. *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

**Required Website (Browse)**

1. [Middle Adulthood blog](https://middleadulthood.weebly.com/)

**Recommended Resources**

1. Moore, M. R., & Stambolis-Ruhstorfer, M. (2013). [LGBT sexuality and families at the start of the twenty-first century.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51164009070002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Annual Review of Sociology*, 39, 491-507.

**Module 12**

**Early Older Adulthood**

This module examines this transitional stage between adulthood and older age. Focus continues to integrate theory to understand later developmental stages, as well as identity formation and the role of social supports.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Danticat, E. [Brother, I’m Dying](https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6100781)**.**  pgs. 214-269.
2. Tornstam, L. (2005). [Gerotranscendence: A Developmental Theory of Positive Aging.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21112718990002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) Springer Series. Chapters 1 (pages 6-30) and 3 (pages 48-76).
3. McKenzie, L. E., Polur, R. N., Wesley, C., Allen, J., McKeon, R. E., & Zhang, J. (2012). [Social contacts and depression in middle and advanced adulthood](http://flagship.luc.edu/login?url=https://journals.sagepub.com/doi/pdf/10.1177/0020764012463302): Findings from a US national survey, 2005-2008. *International Journal of Social Psychiatry*. 59(7), 627-635. <http://dx.doi.org/10.1177/002076401463302>
4. Tatum, B. (2003). Chapters 6 & 8. *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

**Required Podcast and Video**

1. Singer, J. B. (Producer). (2016, November). [Emerging older adulthood: Interview with Marcia Spira, Ph.D.](http://socialworkpodcast.com/SpiraEQ-Norm.mp3) [Audio Podcast].
2. Isabel Allende: [How to live passionately, not matter your age](https://www.ted.com/talks/isabel_allende_how_to_live_passionately_no_matter_your_age?referrer=playlist-talks_to_make_you_feel_good_ab)

**Module 13**

**Late Older Adulthood**

This module examines later life, and the role of purpose in later life and across the life course. Focus continues to integrate theory to understand late life, as well as the role of resilience in this life stage.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Readings**

1. Nelson-Becker, H. (2013). [Resilience in aging: Moving through challenge to wisdom](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213533191902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). In D. S. Becvar (Ed.), *Handbook of family resilience* (pp. 339-357). New York: Springer DOI10.1007/978-1-4614-3917-2\_20
2. Meagher, D.K & Balk, D.E. (Eds.) (2013). [Handbook of thanatology: The essential body of knowledge for the study of death, dying and bereavement](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21158749560002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US), pp. 3-31*.* Hoboken, NJ: Taylor and Francis.
* [Chapter 1 - pp 3-8](https://sakai.luc.edu/access/content/group/9aba40ba-2375-4302-bacc-7beaea987692/Module%2010/Handbook_of_Thanatology_The_Essential_Body_of_Know..._----__Part_1_Dying_Introduction_to_Part_1_.pdf)
* [Chapter 2 - pp 9-16](https://sakai.luc.edu/access/content/group/9aba40ba-2375-4302-bacc-7beaea987692/Module%2010/Handbook_of_Thanatology_The_Essential_Body_of_Know..._----__Part_1_Dying_Introduction_to_Part_1_%20_1_.pdf)
* [Chapter 3 - pp 17-23](https://sakai.luc.edu/access/content/group/9aba40ba-2375-4302-bacc-7beaea987692/Module%2010/Handbook_of_Thanatology_The_Essential_Body_of_Know..._----__Part_1_Dying_Introduction_to_Part_1_%20_2_.pdf)
* [Chapter 4 - pp 25-31](https://sakai.luc.edu/access/content/group/9aba40ba-2375-4302-bacc-7beaea987692/Module%2010/Handbook_of_Thanatology_The_Essential_Body_of_Know..._----__Part_1_Dying_Introduction_to_Part_1_%20_3_.pdf)
1. Hill, P. & Turiano, N. (2014). [Purpose in life as a predictor of mortality across adulthood.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sage_s10_1177_0956797614531799&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Psychological Science, 25* (7), 1482-1486. <http://doi.org/10.177/0956797614531799>

**Required Podcast**

1. Singer, J. B. (Producer). (2016, November). [End of life: Interview with Holly Nelson-Becker, Ph.D](http://socialworkpodcast.com/deathEQNorm.mp3). [Audio Podcast].

**Module 14**

**Death & Dying and Course Integration**

This module discusses death and dying as a developmental process for individuals and those with whom they are in relationship. We integrate course material across the life course during this module, as well.

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify and describe key characteristics of key developmental stages across the life course
2. Apply developmental theories and concepts to understanding of health, struggle, and resilience across life stages
3. Analyze and discuss how structural oppression and prejudice (e.g., racism, sexism, homophobia) impact development

**Required Videos**

1. Ihrig, T. (2013, September). [Video file] [What we can do to die well.](https://www.ted.com/talks/timothy_ihrig_what_we_can_do_to_die_well)
2. Miller, B.J. (2015). [Video file] [What really matters at the end of life](http://www.ted.com/talks/bj_miller_what_really_matters_at_the_end_of_life/transcript?language=en).
3. *Driving Miss Daisy*

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.