

Human Growth and Development II

COU 626

06/Winter

Instructor: Peter Allman, M.A.

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Course Description: This course examines the developmental issues from early adulthood through advanced age. Areas of study include physical, cognitive, and social development, as well as specific emphasis on psychosocial roles and interpersonal processes with families, and the later years including death and dying.

Goals: By the conclusion of the class, the student will:

- Be familiar with the developmental stages of adulthood,
- Have knowledge of **normal** adult and geriatric issues, milestones, behaviors, and emotions,
- Be able to use library facilities and know how to read research articles critically,
- Have participated in a cooperative learning team experience.

Methods of Instruction: Since this is a high content graduate course, an active/cooperative learning approach will be used. Techniques used will include small group discussions and projects, instructor lectures, videotapes and class discussion. The class will be divided into small teams who will work together on assignments at times throughout the course.

Course Requirements and Evaluation:

- Class/team participation: 30%
- Adult case study 30%
- Presentation of Theoretical Model 10%
- Paper: "The Past is Still Happening." 30%

Assignment/Grading Criteria:

Writing: Writing is considered to be a professional skill and will be graded and evaluated.

Lecture and discussion format: Please participate in the lecture by asking questions and offering information and your perspective. Class is more interesting when you discuss actively and talk to each other, rather than just listening to the instructor.

Class Participation:

- Make regular contributions to class discussion,
- Contributes issues for discussion that are of general interest and relevant to the topic under discussion,

- Avoids use of class time for discussion of issues that are of strictly personal interest, such as personal pathology or pathology of friends or relatives,
- Arrives promptly for class and returns punctually from breaks.

Presentation of Theoretical Model

- Each team will be assigned to complete a presentation on one theoretical model of development. Each student's presentation should be approximately 15 minutes in length. Choose a theory that your team does not know much about.
- Team will focus on: (1) overview of the theory, (2) each team member will locate one unique research article about the theory they are presenting (make sure there is no duplication). The articles can be pro or con about the theory. These presentations will occur the 7th and 8th weeks of class.

Case Study: Each student will choose an adult undergoing a developmental stage discussed in class and interview that individual to discern how he/she compares to at least three adult developmental theoretical models we have discussed in class. Five to seven pages in length. Due 8th week.

Paper: "The Past is Still Happening." The psychoanalytic approach to personality development underscores the importance of early childhood experiences. What evidence do you see in your present personality that might be rooted in the first **five** years of your life? Discuss the evidence and the childhood experiences in five to seven typewritten pages. Please use *two or more* of the psychoanalytic theorist. (Freud, Jung, Adler, Horney, Erikson). Due 3rd week.

Required Reading:

Sheehy, G. (1995). New passages: Mapping your life across time. New York; Ballantine Books.

Wrightsman, L.S. (1994). Adult personality development: Theories and concepts, Volume 1. Thousand Oaks, CA: Sage Publications.

Wrightsman, L.S. (1994). Adult personality development: Applications, Volume 2. Thousand Oaks, CA: Sage Publications.

Class Schedule

Week 1

Discussion of syllabus and class requirement,

Formation of teams for team project,

Lecture on psychoanalytic approach to adult personality development.

Read Wrightsman: Volume 1, Chapters 1,2,3, and 4.

Week 2

Read Sheehy: Prologue: Oh Pioneers! Book One, Part One; Mapping Lives Across Time.

Read Wrightsman: Volume 1, Chapters 6 and 7.

Week 3

Read Wrightsman, Volume 1, Chapters 8,9, and 10.

Read Sheehy, Book One, Part Two.

Week 4

Read Wrightsman, Volume II, Chapters 1 and 2.

Read Sheehy, Book Two, Prologues, Parts three and four.

Week 5

Read Wrightsman, Volume II, chapters 3 and 4.

Week 6

Read Wrightsman, Volume II, Chapters 5 and 6.

Read Sheehy, Book Two, Part Six.

Week 7

Team Presentations.

Week 8

Team Presentations.