

## **Human Growth and Development II** **COU 626**

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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.

**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.

**Course Requirements and Evaluation:**

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

**Class/team participation:**

- Makes 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.

- Underlines or highlights important or interesting parts of text books (to show instructor that material was read ahead of class time).
- Arrive 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 fifteen 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 you are presenting (make sure there is no duplication). The articles can be pro or con about the theory. These presentations will occur the 7<sup>th</sup> and 8<sup>th</sup> 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 they compare to at least *three* adult developmental theoretical models we have discussed in class. This paper should be five to seven pages in length. Due 8<sup>th</sup> 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* year of your life? Discuss the evidence and the childhood experiences in five typewritten pages. Please use *two or more* of the psychoanalytic theorists. (Freud, Jung, Adler, Horney, Erikson). Due 3<sup>rd</sup> week.

### **Required Reading:**

Sheehy, G. (1995). New passages: Mapping your life across time. New York; Ballantine Books. ISBN 0-345—40445-9

Wrightsman, L.S. (1994). Adult personality development: Theories and concepts, Volume 1. Thousand Oaks, CA: Sage Publications. ISBN 0-8039-4400-4

Wrightsman, L.S. (1994). Adult personality development: Applications, Volume 2. Thousand Oaks, CA: Sage Publication. ISBN 0-8039-4402-0

## **Class Schedule**

### **Week 1**

Discussion of syllabus and class requirements,  
Lecture of psychoanalytic approach to adult personality development.  
Read Wrightsman: Volume 1, Chapters 1, 2, 3, and 4.

**Week 2**

To prepare for class, read Sheehy: Prologue: Oh Pioneers! Book One, Part One: Mapping Lives Across Time.

Read Wrightsman: Volume 1, Chapters 6 and 7.

Formation of teams for team project.

**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