# Lewis & Clark College
## Professional Mental Health Counseling &
## Professional Mental Health Counseling – Specialization in Addictions
## MHC 506; Life Span Development

Required Objectives:   Professional Counseling Identity (CACREP 2016 Standards)

2e. the effects of power and privilege for counselors and clients

2g. the impact of spiritual beliefs on clients' and counselors' worldviews

3a. theories of individual and family development across the lifespan

3b. theories of learning

3c. theories of normal and abnormal personality development

3e. biological, neurological, and physiological factors that affect human development, functioning, and behavior.

3f. systemic and environmental factors that affect human development, functioning, and behavior

3i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Other Objectives:  Knows typical milestones and institutional expectations for various ages within the dominant culture, and understands critiques of these norms.

No required assignments for MHC and MHCA:  Students demonstrate knowledge through CPCE exam and overall course grade of B or above.

Methods of Instruction for this Course

| Instruction Method | Mark All That Apply |
|---|---|
| Lecture | X |
| Small Group Discussion | X |
| Large Group Discussion | X |
| Course Readings | X |
| Group Presentation | X |
| Individual Presentation | X |
| DVD/Video Presentation | |
| Supervised Small Group Work | X |
| Individual/Triadic Supervision | |
| Group Supervision | |
| Case Study | X |
| Debate | |
| Class Visitor / Guest Lecturer | |
| Off-Campus / Field Visit | |
| Other:  interactive online activities, discussion forums, videos, podcasts, music | X |
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# MHC 506 – Life Span Development – Fall 2021
## Mondays 9:00-12:00; 2 credits

Stella Beatríz Kerl-McClain, Ph. D.
Rm 433 Rogers Hall
~~503-768-6077 (office)~~
503-841-0333 (cell)
sbk@lclark.edu

Office hours:
Tues 2:00-3:30, Wed. 12:30-2:00
Thurs 12:30-3:30 + other times
when arranged in advance

> *Please email me to make appointments for office hours and make sure I have confirmed the appointment through Google Calendar. Appointment times often fill up quickly, especially nearing the end of the semester. Appointments will be over phone or video conference. Thank you!*

**Catalog description:** Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus is placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.
See course cover sheet for course objectives.

**Instructor Learning Objectives:**
1. Students will learn the language of/vocabulary for Life Span Development in the counseling profession in order to score well on the National Counseling Exam (NCE) for licensing.

2. Students will gain practice in the skill of critically evaluating theory and research in the counseling profession.

3. Students will learn to appreciate and apply the constructs/research of this field in client populations and for their future work with clients

**Non-discrimination, professional student conduct, sexual misconduct and academic integrity:**
This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:
- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

**Disability services statement**: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations,

staff in that office will notify me of the accommodations for which you are eligible.

During this term, Student Support Services is available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: (www.lclark.edu/offices/student_support_services/). Appointments will be conducted either by phone or Zoom.

**Technical requirements students need to be aware as we begin a new semester:**
The main learning platforms for this class will include Moodle and Zoom if needed. Moodle will be used as the primary learning platform and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard. Zoom will be used for class sessions if we need to be virtual for any reason. Enrolled students will have received information for how and when to log into class through Zoom.

If you have questions about accessing and using Moodle, visit Lewis & Clark's Moodle Resources page. Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center:
https://support.zoom.us/hc/en-us

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's Learning Remotely website.

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**Required Texts:**
Capuzzi, D., & Stauffer, Mark D. (2016). Human growth and development across the lifespan: Applications for counselors. Hoboken, New Jersey: Wiley. (Text is available as an e-book at Watzek Library)
*Additional required reading links/citations will be posted to Moodle*

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**Attendance and Participation Expectations:** Class participation in class and through Moodle is expected and required. Any missed activities will result in an Incomplete grade until they are completed. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class.

Readings and activities will be posted in weekly learning modules. Each module will be available 2 days after class (Wednesdays) at 9:30 a.m. at the latest and students will be expected to complete all readings and activities by the following Monday during the synchronous class period. While we will not always use the entire class time allotted, you should be available during that time for course activities such as content lecture, small group discussions, course questions, and planning

for group presentations.

- Typically, students may miss one class session and must participate in ALL activities that are posted to Moodle. However, please to not come to class if you have any symptoms that are consistent with Covid-19 and haven't yet been tested.
- If you must miss class, make-up work related to the content missed with be provided to make-ups for any missed assignments.
- Any "planned absences" must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify your instructor as soon as possible.
- More than one absence a semester could result in a failure to complete the class if make-up work is not completed.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor.   Arriving late impacts the work of your classmates and may communicate disrespect for your instructor and your peers.

**Course requirements:**

1. **"LOVED IT" and "HMM, NOT SO MUCH" reactions: 1% each response (18% total)**
   Students will write 2 written responses (about a paragraph long) for each of the assigned chapters from the textbook (not the other readings or videos). 1) The "LOVED IT" response should discuss a section, topic, or aspect of the chapter that you appreciated or that you thought was helpful; 2) the "HMM, NOT SO MUCH" response should notice/call into question/point out particular concepts/phrases/ways of thinking that stood out negatively or did not sit well with you in the chapter. These responses will be posted in a discussion forum on Moodle with the opportunity for classmates to further comment on each of your responses.  We may also used these comments for small group discussion during class.

2. **Activities/responses related to course readings or videos:  2% each week (18% total)**
   Each week there will be a number of very brief activities posted to Moodle beginning the 2nd week of class that are related to the reading or the videos for that week's learning module. Completion of all the activities for each given week will result in full credit; any incomplete activities for that week (measured 1 week later) will result in no credit.

3. **Group presentation:  25%**
   Students will work in small groups of 2 or 3 students and will give a  30-45 minute presentation of a population that is currently in one of the age-determined stages of life. Presentations should begin with five questions that will be answered in the course of the presentation (3 of these questions will be used for the end-of-term quiz) and should apply theory and/or research from the text that discusses the key aspects of the population. Presentations will also include a group interview of a person within the age range of the population that is being presented. You are encouraged to use multimedia for this presentation such as videos, recordings, slideshows, etc., and/or a type of experiential component of your choosing for your presentation that will help your audience engage in the topic. To ensure that each member has contributed to the project,

each group will upload an outline of member contributions on the day of the presentation. Due date will be determined by the days scheduled for the population to be presented.

## 3. Mid-term quiz: 10%

This quiz will be a multiple choice quiz representing the kinds of questions that will be used for the NCE. The quiz will mainly include material discussed in the textbook from the first four weeks of class but may also include questions from the course readings.

## 5. End-of-term quiz: 15%

This quiz will be made of questions written by your classmates about each of the presentations. Each group will write 5 questions, 3 of which will be used for this quiz.

## 6. Interpretive Narrative: 14%

Think about a specific aspect of your life or part of your identity that is significant to your development. Choose one of the theories of development and apply it to this aspect of your own developmental journey in a creative way: a short story, a poem, or piece of artwork that you create. Accompany your interpretive narrative with a 1-2 page explanation of it. Interpretive narrative is due by the last day of class.

Students must also meet standards for program level on the Professional Qualities Evaluation (no 0s and minimal 1s) as applicable.  Failure to do so will result in referral to an Academic Review Panel.  See PMHC program handbook for more details.

**Grading:** This course is graded using a 4.0 GPA in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system). Assignments will be points from 1 to 4 that are weighted by percentage and then tallied to a final GPA.  The final GPA is translated into a letter grade (A = 4.0   A- = 3.7   B+ = 3.3   B = 3.0   B- = 2.7   C+ = 2.3 C = 2.0   C- = 1.7   D+ = 1.3   D = 1.0   F = 0.0).  **Total grade points that fall in-between grades will be assigned to the closest available final grade, e.g., 3.49 would be a B+**

*ASSIGNMENTS TURNED IN LATE WILL HAVE 1% EACH DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT UNLESS THE STUDENT HAS FORMALLY REQUESTED AN INCOMPLETE GRADE FOR THE SEMESTER.*

<div align="center">Tentative Course Calendar</div>

September 14
 Week 1: Introductions and expectations


September 21
 Week 2:  Human Development: Counseling the Ever-Changing Person in Context; Theories of Human Development

Read from your textbook:
Chapter 1: Human Development: Counseling the Ever-Changing Person in Context
Chapter 2: Theories of Human Development

Additional reading:
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=6449931&site=ehost-live&scope=site
Paradice, R. (1999). Deconstructing Development. *Educational Psychology in Practice*, *15*(3), 201–206. https://doi-org.library.lcproxy.org/10.1080/0266736990150309
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Nielsen, M., Haun, D., Kärtner, J., & Legare, C. H. (2017). The persistent sampling bias in developmental psychology: A call to action. *Journal of Experimental Child Psychology*, *162*, 31–38. https://doi-org.library.lcproxy.org/10.1016/j.jecp.2017.04.017
https://www-sciencedirect-com.library.lcproxy.org/science/article/pii/S0022096517300346?via%3Dihub

September 28
Week 3:  Spiritual and Moral Development


Read from your textbook:
Chapter 3: The Many Facets of Human Development: Spiritual and Moral Development Theories

Additional Reading:
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=98638091&site=ehost-live&scope=site
LINN, R. (2001). The Insights of Kohlberg and Gilligan into Moral Development and Counseling. *Social Behavior & Personality: An International Journal*, *29*(6), 593–600. https://doi-org.library.lcproxy.org/10.2224/sbp.2001.29.6.593
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http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=70120380&site=ehost-live&scope=site

Buser, J. K., Goodrich, K. M., Luke, M., & Buser, T. J. (2011). A Narratology of Lesbian, Gay, Bisexual, and Transgender Clients' Experiences Addressing Religious and Spiritual Issues in Counseling. *Journal of LGBT Issues in Counseling*, *5*(3/4), 282–303. https://doi-org.library.lcproxy.org/10.1080/15538605.2011.632395
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https://eric.ed.gov/?id=EJ1246412

Ng, H. W., & Prihadi, K. (2020). Why Some Religious Individuals Are Not Emotionally Smart? The Explanatory Role of Spirituality. *International Journal of Evaluation and Research in Education*, *9*(1), 83–92.

October 5
Cross-cultural counseling and Human Development
White supremacy and theory/research in the Human Development and Life Span literatu

Read from your textbook:
Chapter 4: Cross-Cultural Counseling and Human Development

Additional Reading:

https://jspp.psychopen.eu/article/view/564/pdf
Adams, G., Dobles, I., Gómez, L., Kurtiş, T., Molina, L.. Decolonizing Psychological Science: Introduction to the Special Thematic Section. **Journal of Social and Political Psychology**, North America, 3, aug. 2015. Available at: <https://jspp.psychopen.eu/article/view/564>.
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https://psycnet-apa-org.library.lcproxy.org/fulltext/2007-09249-005.html
Quintana, S. M. (2007). Racial and Ethnic Identity: Developmental Perspectives and Research. *Journal of Counseling Psychology*, *54*(3), 259–270. https://doi-org.library.lcproxy.org/10.1037/0022-0167.54.3.259
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http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=128702316&site=ehost-live&scope=site

Boe, J. L., Maxey, V. A., & Bermudez, J. M. (2018). Is the closet a closet? Decolonizing the coming out process with Latin@ adolescents and families. *Journal of Feminist Family Therapy*, *30*(2), 90–108. https://doi-org.library.lcproxy.org/10.1080/08952833.2018.1427931

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Watch this video:

 bell hooks on why she uses the phrase "white supremacist capitalist patriarchy" URL: https://www.youtube.com/watch?v=sUpY8PZlgV8&ab_channel=Jennie-LaureSully


   October 12
    Week 5: Student presentation
    Birth and Infancy: Physical and Cognitive Development
    Birth and Infancy: Emotional and Social Development


Read from your textbook:
Chapter 5: Birth and Infancy: Physical and Cognitive Development
Chapter 6: Birth and Infancy: Emotional and Social Development

Additional Reading:
Turner, J. (2018). Who are you? Who am I to you? A mother and infant's experience of difference. *Journal of Child Psychotherapy*, *44*(3), 368–380. https://doi-org.library.lcproxy.org/10.1080/0075417X.2018.1554691
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=134345894&site=ehost-live&scope=site
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Glenn, A. L. (2019). Early life predictors of callous-unemotional and psychopathic traits. *Infant Mental Health Journal*, *40*(1), 39–53. https://doi-org.library.lcproxy.org/10.1002/imhj.21757
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=134149163&site=ehost-live&scope=site

   October 19
    Week 6: Student presentation(s)
    Early Childhood: Physical and Cognitive Development
    Early Childhood: Emotional and Social Development

Read from your textbook:
Chapter 7: Early Childhood: Physical and Cognitive Development
Chapter 8: Early Childhood: Emotional and Social Development

Additional Reading:
Kaplow, J. B., Saxe, G. N., Putnam, F. W., Pynoos, R. S., & Lieberman, A. F. (2006). The Long-Term Consequences of Early Childhood Trauma: A Case Study and Discussion. *Psychiatry: Interpersonal & Biological Processes*, *69*(4), 362–375. https://doi-org.library.lcproxy.org/10.1521/psyc.2006.69.4.362
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=24252339&site=ehost-live&scope=site
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 Fredrickson, R. (2019). Trauma-Informed Care for Infant and Early Childhood Abuse. *Journal of Aggression, Maltreatment & Trauma*, *28*(4), 389–406. https://doi-org.library.lcproxy.org/10.1080/10926771.2019.1601143
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=136414690&site=ehost-live&scope=site

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Silveira, F. S., & Boyer, W. (2015). Vicarious Resilience in Counselors of Child and Youth Victims of Interpersonal Trauma. *Qualitative Health Research*, *25*(4), 513–526. https://doi-org.library.lcproxy.org/10.1177/1049732314552284

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=101410476&site=ehost-live&scope=site

    October 26
Week 7: Student presentation(s)
Adolescence: Physical and Cognitive Development
Adolescence: Emotional and Social Development


Read from your textbook:
Chapter 11: Adolescence: Physical and Cognitive Development
Chapter 12: Adolescence: Emotional and Social Development

Additional Reading:
Bennett, E., K. L., Lindahl, K., Wharton, S., & Weng Mak, T. (2017). Five Out Of The Box Techniques For Encouraging Teenagers To Engage In Counseling. Retrieved 2020, from https://www.counseling.org/docs/default-source/vistas/encouraging-teenagers.pdf?sfvrsn=729e4a2c_4
https://www.counseling.org/docs/default-source/vistas/encouraging-teenagers.pdf?sfvrsn=729e4a2c_4
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Orben, A. (2020). Teenagers, screens and social media: a narrative review of reviews and key studies. *Social Psychiatry & Psychiatric Epidemiology*, *55*(4), 407–414.

https://doi-org.library.lcproxy.org/10.1007/s00127-019-01825-4

    November 2
    Week 8: Student presentation(s)
    Young Adulthood: Physical and Cognitive Development
    Young Adulthood: Emotional and Social Development


Read from your textbook:

Chapter 13: Young Adulthood: Physical and Cognitive Development
Chapter 14: Young Adulthood: Emotional and Social Development

Additional Reading:
Wang, Y., Wang, X., Yang, J., Zeng, P., & Lei, L. (2020). Body Talk on Social Networking Sites, Body Surveillance, and Body Shame among Young Adults: The Roles of Self-Compassion and Gender. *Sex Roles*, *82*(11/12), 731–742. https://doi-org.library.lcproxy.org/10.1007/s11199-019-01084-2

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fmh&AN=143019464&site=ehost-live&scope=site
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Kämerer, A. (2019). The Scientific Underpinnings and Impacts of Shame. *Scientific American Mind*, *30*(6), 41–44.

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=139129446&site=ehost-live&scope=site

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Smith, C. A. (2019). Intersectionality and Sizeism: Implications for Mental Health Practitioners. *Women & Therapy*, *42*(1/2), 59–78. https://doi-org.library.lcproxy.org/10.1080/02703149.2018.1524076McHugh, M. C., & Chrisler, J. C. (2019).


 Recommended (Optional) Reading Page
Making Space for Every Body: Ending Sizeism in Psychotherapy and Training. *Women & Therapy*, *42*(1/2), 7–21. https://doi-org.library.lcproxy.org/10.1080/02703149.2018.1524062
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fmh&AN=135992456&site=ehost-live&scope=site
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Swee, G., Shochet, I., Cockshaw, W., & Hides, L. (2020). Emotion Regulation as a Risk Factor for Suicide Ideation among Adolescents and Young Adults: The Mediating Role of Belongingness. *Journal of Youth & Adolescence*, *49*(11), 2265–2274. https://doi-org.library.lcproxy.org/10.1007/s10964-020-01301-2
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=146303098&site=ehost-live&scope=site
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Park, N., Schmitz, R. M., & Slauson-Blevins, K. (2020). "It Takes a Lot of Planning": Sexual Minority Young Adult Perceptions of Gay and Lesbian Parenthood. *Journal of Family Issues*, *41*(10), 1785–1809. https://doi-org.library.lcproxy.org/10.1177/0192513X20925508

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=146003985&site=ehost-live&scope=site

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Green, A. E., Price-Feeney, M., Dorison, S. H., & Pick, C. J. (2020). Self-Reported Conversion Efforts and Suicidality Among US LGBTQ Youths and Young Adults, 2018. *American Journal of Public Health*, *110*(8), 1221–1227. https://doi-org.library.lcproxy.org/10.2105/AJPH.2020.305701

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=144458570&site=ehost-live&scope=site

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Calvard, T., O'Toole, M., & Hardwick, H. (2020). Rainbow Lanyards: Bisexuality, Queering and the Corporatisation

of LGBT Inclusion. *Work, Employment & Society*, *34*(2), 356–368. https://doi-org.library.lcproxy.org/10.1177/0950017019865686

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=142774506&site=ehost-live&scope=site

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Eisenberg, E., & Zervoulis, K. (2020). All flowers bloom differently: an interpretative phenomenological analysis of the experiences of adult transgender women. *Psychology & Sexuality*, *11*(1/2), 120–134. https://doi-org.library.lcproxy.org/10.1080/19419899.2019.1661278

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=142906527&site=ehost-live&scope=site
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Settersten Jr., R. A. (2007). Passages to Adulthood: Linking Demographic Change and Human Development. *European Journal of Population*, *23*(3/4), 251–272. https://doi-org.library.lcproxy.org/10.1007/s10680-007-9132-8
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=26762663&site=ehost-live&scope=site
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Schleiden, C., Soloski, K. L., Milstead, K., & Rhynehart, A. (2020). Racial Disparities in Arrests: A Race Specific Model Explaining Arrest Rates Across Black and White Young Adults. *Child & Adolescent Social Work Journal*, *37*(1), 1–14. https://doi-org.library.lcproxy.org/10.1007/s10560-019-00618-7
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=141099669&site=ehost-live&scope=site
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Vaquera, E., Aranda, E., & Sousa-Rodriguez, I. (2017). Emotional Challenges of Undocumented Young Adults: Ontological Security, Emotional Capital, and Well-being. *Social Problems*, *64*(2), 298–314. https://doi-org.library.lcproxy.org/10.1093/socpro/spx010
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=122595908&site=ehost-live&scope=site

November 9
Week 9: Student presentation(s)
Middle Adulthood: Physical and Cognitive Development
Middle Adulthood: Emotional and Social Development


Read from your textbook:
Chapter 15: Middle Adulthood: Physical and Cognitive Development
Chapter 16: Middle Adulthood: Emotional and Social Development

Additional Reading:
Dollinger, S. J., & Clancy Dollinger, S. M. (2003). Individuality in Young and Middle Adulthood: An Autophotographic Study. *Journal of Adult Development*, *10*(4), 227. https://doi-org.library.lcproxy.org/10.1023/A:1026003426064
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=11092738&site=ehost-live&scope=site
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Rodgers, R. F., Paxton, S. J., McLean, S. A., & Damiano, S. R. (2016). "Does the voice in your head get kinder as you get older?" Women's perceptions of body image in midlife. *Journal of Women & Aging*, *28*(5), 395–402. https://doi-org.library.lcproxy.org/10.1080/08952841.2015.1018034

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=118889825&site=ehost-live&scope=site

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Marshall, H. (2004). Midlife Loss of Parents: The Transition from Adult Child to Orphan. *Ageing International*, *29*(4), 351–367. https://doi-org.library.lcproxy.org/10.1007/s12126-004-1004-5

http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17018777&site=ehost-live&scope=site

Recommended/Optional Reading;
Dollinger, S. J., & Clancy Dollinger, S. M. (2003). Individuality in Young and Middle Adulthood: An Autophotographic Study. *Journal of Adult Development*, *10*(4), 227. https://doi-org.library.lcproxy.org/10.1023/A:1026003426064
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=11092738&site=ehost-live&scope=site
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Rodgers, R. F., Paxton, S. J., McLean, S. A., & Damiano, S. R. (2016). "Does the voice in your head get kinder as you get older?" Women's perceptions of body image in midlife. *Journal of Women & Aging*, *28*(5), 395–402. https://doi-org.library.lcproxy.org/10.1080/08952841.2015.1018034
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=118889825&site=ehost-live&scope=site
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Marshall, H. (2004). Midlife Loss of Parents: The Transition from Adult Child to Orphan. *Ageing International*, *29*(4), 351–367. https://doi-org.library.lcproxy.org/10.1007/s12126-004-1004-5
http://library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17018777&site=ehost-live&scope=site

November 16
Week 10: Student presentation(s); Final Exam Due
Late Adulthood: Physical and Cognitive Development
Late Adulthood: Emotional and Social Development


Read from your textbook:
Chapter 17: Late Adulthood: Physical and Cognitive Development
Chapter 18: Late Adulthood: Emotional and Social Development

Additional Reading:
Marvin Wexler (2014) A poetry program for the very elderly—Narrative perspective on one therapeutic model, Journal of Poetry Therapy, 27:1, 35-46, DOI: 10.1080/08893675.2014.871811
https://www.tandfonline.com/doi/full/10.1080/08893675.2014.871811
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Carneiro, R. (2020). Tigress in a cage. *Families, Systems, & Health, 38*(2), 218.
http://dx.doi.org.library.lcproxy.org/10.1037/fsh0000457
https://psycnet-apa-org.library.lcproxy.org/fulltext/2020-40858-016.html?sr=1


Recommended/Optional Readings:
Sharma, P., & Kerl, S. B. (2002). Suggestions for psychologists working with Mexican American individuals and families in health care settings. *Rehabilitation Psychology*, *47*(2), 230–239
https://psycnet-apa-org.library.lcproxy.org/fulltext/2002-12927-008.html
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Brassolotto, J., Howard, L., & Manduca-Barone, A. (2020). "If you do not find the world tasty and sexy, you are out of touch with the most important things in life": Resident and family member perspectives on sexual expression in continuing care. *Journal of Aging Studies, 53,* Article 100849. https://doi-org.library.lcproxy.org/10.1016/j.jaging.2020.100849

https://psycnet-apa-org.library.lcproxy.org/search/display?id=cce82899-eb5b-98ef-7467-5cdde0a56e3c&recordId=5&tab=all&page=1&display=25&sort=PublicationYearMSSort%20desc,AuthorSort%20asc&sr=1