

Curriculum Submission Checklist
College of Agriculture

Program: Family Studies Date: 2/6/2009

Proposal Title: Change in existing graduate courses

All Proposals must include:

- This Curriculum Checklist
- Letter from Dept. Chair or designee, or Steering Committee Chair as appropriate, clearly outlining the proposal(s). This should include a brief rationale for the requested action(s).
- Senate Routing Log with proposal and contact information included.
- Minutes of department or steering committee meeting showing action of faculty to approve the proposal(s).
- Complete forms for each proposal.
- Signature of Chair or designee indicating THE DATE OF FACULTY APPROVAL on each form.
- 1 hardcopy to be sent to Lisa Harm, N6 Agricultural Science Bldg, 0091.
- Electronic copy of proposal, either Word or PDF, sent via email to Lisa Harm, lharm@uky.edu.

New Course or Major Course Change Proposals must include:

- Complete syllabus for course that meets all University Senate guidelines.

New Program Proposals must include:

- Justification of program per CPE requirements (contact Dr. Mullen on this).

UNIVERSITY SENATE ROUTING LOG

Proposal Title: Change in existing graduate courses

Contact Person (name, email & phone #): Donna R. Smith 859-257-7733 donnarsmith@uky.edu

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc.)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Curriculum Committee and FAM Faculty	Donna R. Smith 257-7733 donnarsmith@uky.edu	Approved	2/6/09	Yes
College of Agriculture Graduate Curriculum Committee	Mike Mullen, 7-3469 mike.mullen@uky.edu	Approved	March 3, 2009	Yes

Department of Family Sciences* Faculty Meeting

February 6, 2009

Voting Faculty Present: Drs. Ron Werner-Wilson, Hyungsoo Kim, Donna Smith, Robyn Mowery, Claudia Heath, Nathan Wood, Amy Hosier, Diana Haleman, Robert Flashman, Jason Hans

Voting Faculty Absent: Leigh Ann Simmons, Cheryl Mimbs, Ginny Ellington

Guests: None

1) General items and announcements:

- a) Reminder of research luncheon immediately following faculty meeting.
- b) Save April 10th for External Review of Doctoral Program

2) Agenda Item: Identify individual to maintain minutes of present meeting.

- i) **Disposition:** Nathan Wood agreed to take minutes.

3) Agenda Item: Approve minutes from previous faculty meeting.

- i) **Disposition:** Meeting notes on agenda item 8 should be changed to read as following (italics represent required change):
 - Agenda Item: Changing FAM 254 title and course description.
 - Disposition: The department dropped FAM 255 "*Child Development*" and revised FAM 254 "*Life Course Human Development*".
- ii) Motion to accept minutes as revised: Robyn
 - (1) Second: Bob
- iii) **Vote:** Unanimous approval to accept minutes as revised.

4) Agenda Item: Changing FAM 603 – 703

- a) Motion to change FAM 603 – FAM 703 was given and seconded in Curriculum Committee (February 4, 2009) and brought for departmental vote.
- b) Discussion:
 - i) Background and rationale were given for change, specifically, increased rigor of the course.
 - ii) Concerns were raised to the requirement of completing a research project during the course of a semester.
 - (1) Concern was resolved as the project would require the use of existing data sets.
 - (2) **Vote: Unanimous in favor of changing FAM 603 into FAM 703**

5) Agenda Item: Changing FAM 655 – FAM 755

- a) Motion to change FAM 655 – FAM 755 was given and seconded in Curriculum Committee (February 4, 2009) and brought for departmental vote.

- b) **Discussion:** Overall rationale was given for the change, e.g., comparable requirements at target institutions to have a doctoral level life-course development class.
 - i) Recommendation was given to compare new course with other doctoral courses that may be offered in another department to ensure uniqueness of proposed course as well as similarly demanding.
 - ii) Discussion of faculty resources to teach
 - iii) Suggestion was also made to change the title of the course to “Advanced Theory and Dynamics in Human Development Across the Life-Course”
 - iv) **Amended Motion:** To approved FAM 755 course content as outlined in the sample syllabus with an amended course title of: “Advanced Theory and Dynamics in Human Development Across the Life-Course” and research other potential courses to attempt to ensure no conflict across departments before submitting at the next level.
 - v) **Vote: Unanimous in favor of the amended motion**

6) **Agenda Item: Changing FAM 660 title**

- a) Motion to change FAM 660 title to “Aging and Family Relations” was given and seconded in Curriculum Committee (February 4, 2009).
- b) **Discussion:** Rationale was given that FAM 660 title needed to reflect the contents of the course.
 - i) When reviewing proposed syllabus for FAM 660, faculty expressed concern as to the level of specificity of the content including economics, but it not being reflected in the title of the course.
 - ii) Faculty also discussed value of having an Aging and Family Relations course be broad based rather than focused as existing in the current motion.
 - iii) Claudia motioned to change the title of the course to match the sample syllabus given in motion from the Curriculum Committee
 - (1) No seconds on the motion were given.
 - iv) Discussion was engaged around creation of a new course to reflect economics of aging as reflected in the syllabus provided by the curriculum committee and creating a new syllabus to reflect a broader approach to FAM 660.
- c) **Disposition of Motion:** Changing the title of FAM 660 has been tabled pending further work to develop a broad course to be titled “Aging and Family Relations”.

7) **New Item: Robyn moved to make the syllabus from Curriculum Committee a new course titled “Health and Financial Issues of Aging Families” with course number to be determined at a later date cross listed with gerontology.**

- i) Second: Claudia
- b) **Discussion:** It was suggested that the new course be cross-listed with gerontology.
- c) **Vote:** Unanimous in favor

8) Agenda Item: Standardizing degree titles with department title.

- a) Motion to standardize B.S., M.S., and Ph.D. degree titles to match department title was seconded in Curriculum Committee (February 4, 2009).
- b) **Discussion:** There was consensus that each degree offered should reflect the title of the department. Discussion included revisiting previous faculty discussion of department name of “Department of Family Sciences”.
 - i) “Family Science” argument included the following:
 - (1) Helps justify the uniqueness and importance of the field of study.
 - (2) Standardize across field and similar departments at other universities
 - ii) “Family Sciences” argument included:
 - (1) Reflects diversity of the department and thereby is inclusive of all disciplines within the department
 - (2) Standardize across field and similar departments at other universities
- c) **Disposition of Motion:** Motion has been tabled pending further investigation into discipline standard as well as considering each departments’ multidisciplinary composition in the investigation.

9) Reports:

- a) **Ag Faculty Council:** No report
- b) **DGS:**
 - i) 5-6 Doctoral Applicants
 - ii) 2 MS Family Studies applicants
 - iii) 28 MS MFT emphasis applicants
 - iv) Discussion:
 - (1) Concerns about MFT applicants being accepted as Family Studies only were expressed. Assurances of clarity in communication of their status were given.
- c) **DUS:** No report
- d) **MFT:** No report
- e) **CTE:** No report
- f) **Family Sciences Survey Research Center:**
 - i) Successful 850 interviews last summer
 - ii) Collecting data in time period from mid-November to December proved difficult
 - iii) FSSRC has been recruited by two external organizations to collect data. The projects will proceed on February 16th, 2009 pending IRB approval.
 - (1) Mental Health and Aging Project
 - (2) Social Marketing project from WKYT.

10) Ad Hoc P & T committee reported that they will be meeting soon.

- a) **Move to Adjourn:** Donna **Second:** Dr. Kim

College of Agriculture
Graduate Curriculum Committee
Minutes – March 3, 2009

Members Present – Chuck Dougherty, David Harmon, Arthur Hunt, Kim Spillman, Lisa Vaillancourt, Ron Werner-Wilson, Ken Yeargan, Mike Mullen

Absent – Nancy Cox, Barry Fitzgerald, Dave Wagner

The committee first considered the change of FAM 603 to FAM 703. As described by Dr. Werner-Wilson, this change allows the course to be designated as a doctoral level course. Advanced masters students would be eligible to take these courses in their 2nd year, so the change would not affect those students. Dr. Mullen asked that the learning outcomes descriptions be reworded to indicate a doctoral level course, not a 600 level (specifically the word “explore”). Dr. Dougherty moved to approve the proposal, Dr. Spillman seconded. Motion passed unanimously contingent on wording changes.

The next item to be considered was the proposal to change FAM 655 to FAM 755. The changes were for the same reasons as the previous proposal, so the course would be labeled as a doctoral level course. Dr. Mullen had the same concerns with the wording and asked that it be updated. He also asked that the “University & Course Policy” section be reworded. Dr. Spillman moved to approve the proposal, Dr. Harmon seconded. Motion passed unanimously contingent on wording changes.

March 30 & 31, 2009 there will be a workshop to learn what SACS is looking for in terms of accreditation.

Next meeting is scheduled for April 8, 2009 @ 3:30 pm. Location to be determined.

Ag. Faculty Council passed a proposal to make 1 curriculum committee to review all changes (graduate & undergraduate). This change will go into effect in Fall 2009. The committee model will include 8 faculty, 2 students, Dr. Mullen, Dr. Cox & Lisa Harm.

Meeting was adjourned.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Agriculture Date: 1/15/09
Department/Division offering course: Family Studies

2. What type of change is being proposed? Major Minor*
*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: 6.

3. Current prefix & number: FAM 655 Proposed prefix & number: FAM 755

4. Current Title Theory and Dynamics of Human Development

Proposed Title[†] Advanced Theory and Dynamics of Human Development Across the Life Course

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: Ad. Theory and Dyn. Hum Dev

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
(2.5) SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
(2.5) SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): Fall / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both

Proposed supplementary teaching component: Community-Based Experience Service Learning Both

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Cross-listing: N/A or _____ / _____
Current Prefix & Number printed name Current Cross-listing Department Chair signature
- a. Proposed – REMOVE current cross-listing: _____ / _____
printed name Current Cross-listing Department Chair signature
- b. Proposed – ADD cross-listing: _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature
12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop
If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.
Internet/Web-based Interactive Video Extended Campus
13. Current prerequisites:
An advanced undergraduate course in child or human development or consent of instructor.

Proposed prerequisites:
FAM 654 or a graduate course in Human Development

14. Current Bulletin description:
Advanced study of theory and research relating to the processes and outcomes of human development throughout the life cycle. Prereq: An advanced undergraduate course in child or human development or consent of instructor.

Proposed Bulletin description:
Critical investigation into the theories, processes, and research of human development across the life course.
Prereq: FAM 654 or a graduate course in Human Development.

15. What has prompted this change?
In comparing our doctoral program to Top 20 peer institutions, it is necessary to have doctoral level course in Human Development to compete with our peer institutions.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
The changes in content are more demanding on the student commensurate with doctoral level work. There is more writing and disbursement of knowledge (i.e., the extension assignment) than previously required. In addition, students will be expected to be able to design a study and complete a translational project relevant to that research.
17. Please list any other department that could be affected by the proposed change:
N/A

18. Will changing this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that require this course:


- [‡]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.
19. Is this course currently included in the University Studies Program? Yes No
20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Donna R. Smith Phone: 257-7733 Email: donnarsmith@uky.edu

22. Signatures to report approvals:

2/6/09	Ronald Werner-Wilson / On Hardcopy	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature
3/3/2009	Michael D. Mullen	
DATE of Approval by College Faculty	printed name	Reported by College Dean signature
*DATE of Approval by Undergraduate Council	/	Reported by Undergraduate Council Chair signature
*DATE of Approval by Graduate Council	/	Reported by Graduate Council Chair signature
*DATE of Approval by Health Care Colleges Council (HCCC)	/	Reported by Health Care Colleges Council Chair signature
*DATE of Approval by Senate Council	Reported by Office of the Senate Council	
*DATE of Approval by the University Senate	Reported by the Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

Advanced Theory & Dynamics in Human Development
FAM 755
Spring 2009
Wednesday 9:00-11:30
Admin 3

Instructor:
Office:
Contact info:
Office Hours:

COURSE DESCRIPTION:

Critical investigation into the theories, processes, and research of human development across the life course.

REQUIRED TEXTS:

Hutchison, E. D. (2008) *Dimensions of human behavior: The changing life course*. Thousand Oaks, Ca.: Sage.

Lerner, R. W. (2002). *Concepts and Theories of Human Development*. London: Taylor and Francis.

These texts represents a starting point and it is hoped will be a reference for you in the future. There will be many primary literature sources you will also be reading throughout the term.

COURSE OBJECTIVES/LEARNING OUTCOMES:

At the completion of this course, the student will:

1. Be able to compare strengths and weaknesses of different theoretical lenses as they apply to specific human development issues through the life course.
2. Be able to synthesize and communicate human development concepts in academic contexts.
3. Translate complex concepts into a format the general public can understand.
4. Discriminate between major theoretical frameworks and select a framework for a specific research area in family studies.
5. Identify the interactions between biological, psycho/emotional, and human systems as they impact development over the life-course.

REQUIREMENTS:

1. Reading Evaluations (20%)
2. Research Interests Presentation (15%)

3. Research proposal (30%)
4. Proposal presentation (15%).
5. Translation project (20%)

GRADING:

- A – 90% +
- B – 80-89.9%
- C – 70-79.9%
- E – < 69.9%

Reading Evaluations:

You will submit a detailed evaluation of 4 primary research articles each week. These articles are to be related to the research proposal portion of the course. I have attached an evaluation form at the end of this syllabus for you to use. The reading list attached is a jump start for your research projects. You all are expected to use the library resources to add to your project and own reading lists.

Presentations:

Present for 15-20 minutes on your interests in Human Development or Family Science. Have a handout for your classmates as well. Your target audience is your peers in the course. Make sure you cover the following in your presentation:

1. Introduction to your area of interest
2. Introduction to the theory(ies) you are using
 - a. Main ideas, concepts of the theory
3. Implications of how the theory informs your interests
 - a. For example, what aspects of your interest become highlighted by the use of this theory?
 - b. What aspects of your interest take a secondary role, or are non-issues, from this theoretical lens?

Research Proposal:

This represents a culmination of the work for this semester. Pick one of the subjects you have read for this course and design a study that can address the topic. Include:

1. Review of the literature (5-10 pages)
2. Detailed Methodology (4-6 pages)
3. Proposed analysis procedures (1-4 pages)
4. References
5. Appendixes (as necessary).

Your research presentation at the end of the term is designed to facilitate discussion and questions from your peers. It is a form of “peer review.”

Translation Project:

You will put together a packet of information relevant to your research proposal. This packet of information will be read by “average” consumers of information.

University and Course Policies:

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

For more information, see Part II, Section 6.3.0 of “The Code of Student Conduct” which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud’s website: <http://www.uky.edu/Ombud>. There you will find a paper “Plagiarism: What is it?” and an online tutorial entitled “How to avoid plagiarism.”

Late Assignments:

Late assignments will be assessed a 10% reduction in the total points possible for every day the assignment is late.

Accommodations for Disability:

Any student needing accommodation for a disability should present their approved accommodation request form from Disability Services to the instructor in order to plan accommodations.

Class Schedule:

Date	Development Readings	Concepts and Theory Reading
1/7/2009	Hutchison Chpt 1 Life Course Perspective	Lerner pgs 1- 45 Concepts and History
1/14/2009	Hutchison Chpt 2 Conception, Pregnancy, and Childbirth	Lerner pgs 46-105 Developmental Systems
1/21/2009	Hutchison Chpt 3 Infancy and Toddlerhood	Lerner pgs 106-150 Continuity/Discontinuity
1/28/2009	Hutchison Chpt 4 Early Childhood	Lerner pgs 151-179 Maturationally, Circular Systems
2/4/2009	Presentation of Interests	
2/11/2009	Hutchison Chpt 5 Middle Childhood	Lerner pgs 180-200 Holistic Development & Systems
2/18/2009	Hutchison Chpt 6 Adolescence	Lerner pgs 201-249 Developmental Contextualism
2/25/2009	Hutchison Chpt 7 Young Adulthood	Lerner pgs 250-294 Nature Approaches & Genetics
3/4/2009	Hutchison Chpt 8 Middle Adulthood	Lerner pgs 295-333 Conrad Lorenz
3/11/2009	Hutchison Chpt 9 Late Adulthood	Lerner pgs 334-359 Cognition and Development

3/18/2009	Spring Break!!!!	
3/25/2009	Hutchison Chpt 10 Very Late Adulthood	Lerner pgs 360- 408 Stage Theories
4/1/2009	Translational Projects Due	Lerner pgs 409-437 Differential Approaches
4/8/2009	Lerner Chpt 438-479 Ipsative Approach	
4/15/2009	Lerner Chpt 480-495 Methodological Issues	
4/22/2009	Lerner Chpt 496-540 Applied Developmental Science	
4/29/2009	Research Presentations	
5/6/2009	Research Presentations	

Evaluation Summary

Article Reference:

Main theory used:

Type of article (e.g., primary research, literature review, theoretical):

Summary of the main points of the article:

How were the methods/analysis appropriate/inappropriate to the research question?

What are some alternative conclusions/explanations to the paper?

What did the article miss, i.e., “holes” that were not addressed due to theoretical and/or methodological limitations.

Recommended Readings:

- Atchley, R. C. (1989). A continuity theory of normal aging. *The Gerontologist*, 29, 183-190.
- Atchley, R. C. (2006). Continuity, spiritual growth, and coping in later adulthood. *Journal of Religion, Spirituality & Aging*, 18, 19-29.
- Bergeman, C. S., Wallace, K. A. & Boker, S. M. (2006) The Theory-Methods Interface. *Methodological issues in aging research*. (pp. 19-42), Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Bronfenbrenner, V. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.
- Bronfenbrenner, V. (1993). The ecology of cognitive development: Research models and fugitive findings. In R. H. Wozniak & K. W. Fischer (Eds.), *Development in context: Acting and thinking in specific environments* (pp. 3-44). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bronfenbrenner, U. & Kazdin, A. E. (2000) Ecological systems theory. *Encyclopedia of Psychology*, Vol. 3. (pp. 129-133), Washington, DC New York, NY USUS: American Psychological Association Oxford University Press.
- Crawford, T. N., Cohen, P., Johnson, J. G., Sneed, J. R. & Brook, J. S. (2004). The Course and Psychosocial Correlates of Personality Disorder Symptoms in Adolescence: Erikson's Developmental Theory Revisited. *Journal of Youth and Adolescence*, 33, 373-387.
- Dalby, P. (2006). Is there a process of spiritual change or development associated with ageing? A critical review of research. *Aging & Mental Health*, 10, 4-12.
- Dannefer, D. (1988). Differential gerontology and the stratified life course: Conceptual and methodological issues. *Annual Review of Gerontology*, 9, 3-36.
- Eisenberg, N. Guthrie, I., Murphy, B., Shepard, S., Cumberland, A., & Carlo, B. (1999). Consistency and development of prosocial dispositions: A longitudinal study. *Child development*, 70, 1360-1372.
- Elder, G., Jr. (1998). The life course as developmental theory. *Child development*, 69(1), 1-12.
- Federal Interagency Forum on Aging-Related Statistics. (2004). *Older Americans 2005: Key indicators of well-being*. Washington, DC: U.S. Printing Office.
- Fiksenbaum, L. M., Greenglass, E. R., & Eaton, J. (2006). Perceived social support, hassles, and coping among the elderly. *Journal of Applied Gerontology*, 25(1), 17-30.

- George, L. (1996). Missing links: The case for a social psychology of the life course. *The Gerontologist*, 36(2), 248-255.
- Grimm, K. J., McArdle, J. J., Little, T. D., Bovaird, J. A. & Card, N. A. (2007) A dynamic structural analysis of the impacts of context on shifts in lifespan cognitive development. *Modeling contextual effects in longitudinal studies*. (pp. 363-386), Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Halverson, C. F., & Wampler, K. S. (1997). Family Influences on personality development. In R. Hogan, W. Jones. & S. Briggs (Eds.), *Handbook of Personality Psychology* (pp. 241-290). San Diego: Academic Press.
- Howe, M. L. & Lewis, M. D. (2005). The importance of dynamic systems approaches for understanding development. *Developmental Review*, 25, 247-251.
- Humphreys, N. A., & Quam, J. K. (1998). Middle-aged and old gay, lesbian, and bisexual adults. In G. A. Appleby & J. W. Anastas (Eds.). *Not just a passing phase: Social work with gay, lesbian, bisexual people* (pp. 243-267). New York: Columbia University Press.
- Jelicic, H., Theokas, C., Phelps, E., Lerner, R. M., Little, T. D., Bovaird, J. A. & Card, N. A. (2007) Conceptualizing and measuring the context within person context models of human development: Implications for theory, research and application. *Modeling contextual effects in longitudinal studies*. (pp. 437-456), Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Judge, T., Higgins, C., Thoresen, C., & Barrick, M. (1999). The big five personality traits, general mental ability, and career success across the life span. *Personnel Psychology*, 52(3), 621-652.
- Keating, D. (2004). Cognitive and brain development. In R. M. Learner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed., pp. 45-85). New York: Wiley.
- National Institute on Drug Abuse. (2006). *Monitoring the Future Survey: Overview of findings 2006*. <http://www.drugabuse.gov/newsroom/06MTF06overview.html>.
- Rubia, K., Overmeyer, S., Taylor, E., Brammer, M., Williams, S. C., Simmons, A., et al. (2000). Functional frontalisation with age: Mapping neurodevelopmental trajectories with fMRI. *Neuroscience & Biobehavioral Review*, 24, 13-19.
- Schaie, K. W. (1989). The hazards of cognitive aging. *The Gerontologist*, 29, 484-493.
- Schaie, K. W. (2005). *Developmental influences on adult intelligence: The Seattle longitudinal study*, New York, NY US: Oxford University Press.
- Wheeler, E. A., Ampadu, L. M. & Wangari, E. (2002). Lifespan development revisited: African-centered spirituality throughout the life cycle. *Journal of Adult Development*, 9, 71-78.