ADULT DEVELOPMENTS

THE BULLETIN OF
THE SOCIETY FOR RESEARCH IN ADULT DEVELOPMENT

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EDITOR: ELLEN BANKS

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The international membership of the Society for Research in Adult Development (SRAD) includes people from all disciplines who are interested in positive adult development. Positive adult development concerns itself with development starting in late adolescence and continuing throughout life. The focus is on the changes and expanded capabilities that improve the quality of life of individuals as they adapt to the challenges of adulthood's ages and stages.

For practitioners, the Society offers an opportunity to discover the latest ideas in the field and to explore the application of those ideas to everyday problems and challenges. For academic researchers and theoreticians, the Society offers the opportunity to share ideas, often in a deeper way, with other researchers and theoreticians through discussion and the exchange of papers. Researchers and theoreticians are able to explore the application of their ideas to the problems and opportunities of daily life by working on them with practitioners from many fields.

The Society supports diversity within its membership. Such diversity includes differences in professional status, academic discipline, occupation, race, culture, gender, and sexual orientation. We extend an invitation to all those interested in this field to join us, whether their context is adult development in the individual or whether it's development within the framework of families, work, school, or communities.

For more information, including the Society's history, visit its website, http://adultdevelopment.org.

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24TH ANNUAL ADULT DEVELOPMENT SYMPOSIUM
OF
THE SOCIETY FOR RESEARCH IN ADULT DEVELOPMENT

Hyatt Regency Denver
Denver, Colorado, March 31-April 1, 2009

The 2009 annual Symposium of the Society for Research in Adult Development will be held Tuesday, March 31 and Wednesday, April 1, 2009 as a pre-conference meeting of the Society for Research on Child Development. Each year, researchers, practitioners, and students of adult development meet at the SRAD symposium to explore diverse topics from an interdisciplinary perspective. The program encompasses the entire field of positive adult development. It is characterized by symposium-style discussions in each topic's session.

Typically, participants present posters to facilitate discussion of data, theories, and applications. Many traditions and points of view are represented. Among the subjects addressed are life periods, seasons, stages, and levels; whole-life approaches; consciousness; clinical development; adult attachment; careers; and expertise, wisdom, conflict resolution, life span, and others.

Register to attend at http://adultdevelopment.org.

NEXT ISSUE

The next issue of **ADULT DEVELOPMENTS** is planned for early March 2009 and will include the program and abstracts for the Annual Symposium. Articles, book notices, and other news may be sent to Ellen Banks at ebanks@daemen.edu.

SRAD's APPROACH TO FACILITATING AND REPORTING DISCUSSIONS

The form of the SRAD meeting has evolved over many years. The goal has been to stage meetings metasystematically. Meetings are conducted in a conference table format, placing everyone on equal footing. Sessions have three components:

1. Participants have three minutes to introduce their presentations to the group at the beginning of each session. This lets people know with which posters they might like to spend more time with, and gives an initial overview of the session to the audience.

2. Posters. Posters are set up with handouts on the periphery of the meeting room. Participants and presenters have time for discussion and questions.

3. The final part of each session is facilitated group discussion, allowing for the integrative discussion of the commonalities and differences among the papers in the session. Facilitated group discussions replace discussants and allow for integrative, metasystematic discussion of the commonalities and differences among the papers in the session.

SESSION NOTES FROM THE 2008 SRAD SYMPOSIUM

For the first time at the 2008 Symposium, volunteer session reporters took notes of the session discussions and prepared brief reports that summarizing key points, questions, conclusions, and directions for research that were mentioned in the discussion. (Notes were submitted from sessions 1, 4, and 5, but were unavailable for sessions 2, 3 and 6, so those sessions have been summarized from abstracts.) In keeping with the eclectic, interdisciplinary style of SRAD, no format or length requirements were imposed. We encourage those planning to attend the 2009 symposium to volunteer as session recorders and to suggest improvements in the session summaries.

Session 1: Wisdom and Moral development
Convener & Facilitator (Sara Ross, ARINA, Inc;
Recorder: Neha Khetrapal

The session had six presentations, three on moral development and one on wisdom. The first presentation titled, "*Stimulating secondary moral intuitions: Theoretical and empirical support for role-taking with adolescents and adults*" by P. Adkins (The College of William and Mary) explained moral decision-making by focusing on emotion and intuition consistent with the recent studies in cognitive neuroscience rather than explaining the concept as a pure form of reasoning. The paper cited Haidt's social intuitionist model as one such shift in the current literature. According to the Haidt's model individuals follow their first moral intuition engaging only in post hoc moral reasoning to justify their first moral intuition. At the same time the model acknowledges the role that private reflections may play in activating new intuitions through experiences in turn influencing people's moral judgment and action. In line with the Haidt's model, the current paper described theoretical and empirical studies that show the role played by private reflections such as role-taking experiences which in turn stimulate empathetic emotional responses, secondary moral intuitions ultimately promoting reflective perspective taking. Thus the current paper made a neat attempt to link contemporary and past explanations of moral reasoning simultaneously also bridging the gap between emotion and cognition while describing moral reasoning.

The second paper titled, "*Toward a new model of development and change in moral development theory*" by Dawn Schrader (Cornell University) emphasized the need for a multidisciplinary framework for the purpose of explaining the nature of moral psychology especially the concept of moral development in a similar manner as the other fields of cognition have progressed. The multidisciplinary framework, as emphasized by the author, is the need of the hour that will not only help to improve the understanding of moral psychology but at the same time maintain the constructivist structuralism of the field.

The next paper was presented by James Gubbins from the Salem State College and was titled, "*Creative career paths, mentoring and moral advance*". This paper advocated a neat strategy to investigate the link between mentoring and moral advancement in the adult years by concentrating on investigating the mentoring relations, shared by well respected professors and students and younger faculty, from the beginnings of their teaching careers through the peaks; this is so because mentoring is a generative activity. The author creatively highlighted the need to understand that individual career paths could obscure the moral advancement while adopting this strategy to investigate the link between mentoring and moral advance.

The fourth paper dealt with wisdom and was titled, "*The concept of 'wisdom' and its development across adulthood*", it was presented by Neha Khetrapal from University of Allahabad, India. The presentation described wisdom to entail three components namely, cognition, affect and reflective aspect of one's personality. It stressed the idea that wisdom cannot exist independently of people and context that is consistent with the current description of competence where

competence is not viewed as a static property of a person showing it but as an interaction between the environment and the person. This is a major advancement in explaining the concept of 'wisdom' as compared to the previous views about it which was mainly advocated by Baltes and colleagues where wisdom was viewed as a static property of people. The paper also hypothesized about two important wisdom neural substrates, that is, corpus callosum and right frontal cortex. The paper further illustrated how age changes could possibly affect the complex relation shared by the components of wisdom and its neural substrates.

The next presentation on wisdom was titled, "*Understanding wisdom in adult development: cognitive neuroscientific approach*" and was presented by Shruti Baijal from University of Allahabad, India. This paper gave a different view on wisdom according to which wisdom could be viewed as a compensatory mechanism relying on the spared abilities supported by left hemisphere appearing against the declining abilities supported by the right hemisphere in late adult years. Emphasis was placed on investigating this exciting hypothesis with the help of contemporary neuroscientific approaches.

The last presentation titled, "*The wisdom tradition: the afflictions of affluence, the appeal of simplicity*" was by Roderic Owen (Mary Baldwin College). This paper placed wisdom in a new developmental light by highlighting the conflicts between a post-modern capitalist society with a strong emphasis on consumption on one hand and the moral value and quality of life as understood in fundamental humanistic and developmental terms on the other.

Integration

All the papers were well appreciated by the attendees but the discussion showed that the audience felt submerged under the various topics presented and initially struggled to find a common theme among the presentations. Fortunately it was noted that through these set of presentations this year's meeting witnessed a new avenue wherein there was significant effort to analyze the concepts of moral actions and wisdom with the help of modern neuroscientific frameworks and techniques. This is good news as researchers have recognized that, in order to advance the understanding of these concepts it is essential to employ contemporary frameworks to keep pace with developments in other areas like psychology and cognition.

The concepts of moral cognition and wisdom were explained through frameworks that appeared more reductionist rather than holistic. But this seemed to be a new direction that the field is taking and researchers noted that it could be profitable to analyze the complex

concepts of wisdom and moral action by breaking them down to understand them better but these threads might be readily put back to provide even better holistic explanations. The newer explanation that might thus emerge will not be bits put together but will be truly holistic in nature.

Future directions were proposed which will prove to be a boom for the field in the future. It was agreed by all that the concepts of moral action, thought and wisdom require dynamic models or even computational ones. The most promising direction was the new analysis for wisdom according to which it is described as a skill that is context based and task specific. This competence is not a fixed characteristic but an emergent characteristic of the person in a specific context. This new characterization of wisdom as a concept moves it away from the opposition of structuralism and functionalism towards a broader integrated domain.

Session 2: Roles, Identity and Well-being
Convener and Facilitator: Dawn E. Schrader, Cornell University.
(Notes from abstracts.)
Lisa M. Dinella and Diana Igelshteyn (Monmouth University.
*How Young Adults' Sex and Gender Identities Relate to their Post-College Ambitions: Implications for Career and Emotional Developmen*t: Sex differences were found in students' ambitions, with men choosing success-based ambitions, and women choosing relationship and emotion-based ambitions. Regardless of their sex, students' gender identities were also predictive of ambition choices. Feminine gender identity was positively correlated with emotion and relationship-based ambitions. Masculine gender identity was positively correlated with success-based ambitions Even larger effects were found for five-year post graduation ambitions, predicting gender intensification in students' later life ambitions.

Anne E. Noonan (Salem State College)
Older Adults' Experiences with Social Relations at Work
Adult development entails changes in the structure and quality of social relations, with shifts toward more generative desires, emotionally meaningful relationships, and need-for-intimacy. However, we know relatively little about how these developmental shifts play out for the increasingly numbers of adults aged 55+ who are involved in paid employment. This qualitative study addresses that gap by examining how older workers describe work relationships in accounts of the high points, low points, and turning points of their work lives. Results underscore the fundamental importance of work relationships and relational disruptions on participants' identity, self-worth, and work engagement, and they suggest the need for more attention to later-life work

relationships than captured by traditional adult developmental theory.

Julia A. Smith (Southeast Missouri State University)
Autonomy in Late Adolescent Female Development

This research explored conflicts between care for self and others experienced by traditional-aged college freshmen females when making important life choices. Contemporary researchers associate autonomy with independence and individualism; arguing its irrelevance to the relational care of females. However, according to this research, a lack of autonomy reflected limited self-expression. Personal wants and needs were suppressed to control the feelings of others, which was associated with doubt, confusion, and a limited sense of choice. Evidence of autonomy was apparent when care for self guided worthwhile choices and was accompanied by a willingness to rework important relationships with warmth, openness, and trust. Autonomy appears relevant to females as a construct for developing the confidence to act congruently with personal feelings, wants, and needs within caring relationships. Further study of autonomy is recommended before deleting a concept from theory that seems to contain elements for healthy intimacy.

Lisa Dinella & Jacqueline Fasolino (Monmouth University)
Sex Differences in Young Adults' Emotional Responses to Music

Sex differences were found in emotional reactions to music among college students. Men responded more positively than women when fast violent music was played. No significant sex differences were found with fast non-violent, slow violent, or slow non-violent music

Thomas Swan (Siena College), Suzanne Benack (Union College) and Joshua Hart (Union College)
The development of fundamental security operations.

Several psychological theories (e.g., existential psychology, attachment theory, terror management theory) describe people's attempts to maintain a fundamental "existential" sense of security by identifying sources of threat which produce feelings of insecurity and delineating the strategic and defensive operations used to ward off insecurity. Hart, Shaver, and Goldenberg (2005) integrate these theories and the empirical findings they have generated in a tripartite model of fundamental security operations; they view attachment, self-esteem and worldviews as dynamically related components of a system of defenses that regulates feelings of vulnerability. Current models do not adequately address changes in the security operations systems across development or consider individual differences in adult security operations which result from cognitive-developmental stage. This paper will outline a sequence of the development of security operations and

then consider the specific effects of cognitive stage and life stage on security operations in adolescence

Gabriel Bukobza (Tel Aviv University)
Associations between Self-Identity Complexity and Significant Life Events

This research examined self-identity complexity and its relation to significant life events. Eighty participants (four age groups: 17-22, 26-32, 37-47, 56-70) were interviewed about their identities and were asked to describe major life events that influenced their identity. Four basic self identities were found in the analysis: Monolithic-Monoformal, Relativistic-Relational, Dialectical-Deconstructive, and Integral-Inclusive. Similar events were mentioned by participants possessing different self identities. However, the way with which these events were assessed, the kind of meaning that was attributed to them, and their influence on the participant's life varied according to the type of identity.

**Session 3:   Individual Therapy and
         Community Intervention**
Convener and Facilitator: Ellen Banks (Daemen College). *(Notes from abstracts.)*

Audrey Kemp (Virginia Tech)
Mobilizing for Action through Planning and Partnerships (MAPP): A health needs assessment of New River Valley, Virginia

The present study involved the implementation of a comprehensive, strategic planning tool, Mobilizing for Action through Planning and Partnerships (MAPP), to qualitatively uncover the health needs (i.e., access to and availability of services) of 100 insured and under-/uninsured residents in New River Valley, Virginia. The current study represents the initial implementation of MAPP in its entirety in Virginia. Greater than three-quarters of interviewees reported an overall good quality of life (e.g., ample green space, safe neighborhoods), with an urgent need for healthcare reform, affordable insurance, and transportation, particularly for after-hours care.

Hayley Briggs and Frances A. Campbell (University of North Carolina/ Chapel Hill)
A Longitudinal Examination of Involvement in Crime: Ages 18-30:

In contrast to the reduction in adult crime reported for those who attended the Perry Preschool, no such reduction was seen for treated participants in another experimental study of early childhood educational intervention, the Abecedarian Project, a prospective randomized trial of early childhood educational experience for children from low-income African-American families. Adult crime was measured by self-reported delinquency (age 15), state crime records collected between 18-22 years of age, self-reports of

criminal involvement at age 21, and new crime data from official state records and self reports collected at age 30. This longitudinal data was discussed in the context of circumstances in the early lives of the participants including family demographics, measures of the preschool home environments, assessments of cognitive functioning, and success in school. The study participants were enrolled as infants in.

Michelle E. Ronayne and Debra Harkins (Suffolk University)
Moving from grassroots to non-profit in the field of domestic violence: How consultants can bridge the gap

This paper explored how consultants can bridge the gap between two different styles of handling violence in our communities. Communication problems may develop within organizations struggling to meet the demands of a non-profit structure yet still maintaining a grassroots mentality. The loss of the collective nature of a grassroots movement can cause frustration for key staff that emerged during the feminist movement, while management minded individuals may be stymied by the different perspectives of the grassroots model. We propose strategies for increased communication between and among members of organizations working towards ending violence in our communities.

Jordan Quaglia & Jane Berry (University of Richmond)
Using Appreciative Reminiscence Therapy to Broaden-and-Build
Reminiscence Therapy (RT) has been found to improve well-being of patients with Alzheimer's Disease (AD). This study compared two types of RT, one designed to create an attention bias towards positive information, and one with neutral affect. This study analyzed the emotional content in written responses of undergraduate participants, finding a significant positivity effect in the memories of the ART group.

Nancy Sherman (Bradley University), Chris Rybak (Bradley University), and Becky Earhart (Fayette Companies)
Is there Joy After 60? Exploring Meaning in Life and Depression in Older Adults

An interdisciplinary team consisting of counselors, dieticians, nurses and physical therapists investigated physical, emotional, mental and spiritual wellness in a sample of 147 adults between the ages of 63 and 98 living independently in Peoria County, Illinois. The sample was representative of older adults in the state with regard to gender, race, and economic status. Researchers gathered data through a battery of assessments including the Geriatric Depression Scale, Meaning in Life Scale and the Life Satisfaction Questionnaire. Significant relationships were found among meaning in life and depression, health satisfaction, life in general and health in general. These

relationships provide implications for counseling older adults within an integrated approach

4:00pm -5:15pm   Colloquium
What's to Compare When Comparing Content-Free Developmental Theories? Correlating an Adult Development Theory with the General Theory of Hierarchical Complexity.
Herb Koplowitz (Terra Firma Management Consulting) and Sara Ross (ARINA, Inc)
(Notes excerpted from abstract.)

From its beginning, the adult development field has drawn upon numerous stage theories. A plethora of theories based on content (e.g., moral judgments, sentence completions) have made it challenging to understand differences in human development and performance within and across domains of life.

Jaques's theory and measurement methods stepped away from content by looking at adults' stages in various modes of processing information, irrespective of content. Commons' hierarchical complexity theory and measurement methods stepped away from content by looking at the stages of tasks performed by any entity to organize information, irrespective of content.

This colloquium discussed content-free approaches to stages of development. Koplowitz and Ross shared anecdotes, learning methods, current learning curves, and more importantly, they believe, generalizations about the challenges of moving among content-based, process-based, and content-free analyses, and the importance of transitions between stages indicated by this work with both theories.

Workshop
Applying the Model of Hierarchical Complexity to Score Answers and To Create Self Scoring Tasks.
Michael Lamport Commons (Harvard Medical School), Sara Nora Ross (ARINA, Inc), Darlene Crone-Todd (Salem State College), and Jonas Gensaku Miller (Dare Institute)

This workshop introduced core concepts and practice in two kinds of scoring methods of the Model of Hierarchical Complexity (MHC), its mathematics-based stages of development, and validated scoring system. The MHC is a general theory describing developmental behaviors in any subject domain or cross-cultural setting. Developmental stages are based on how information is organized, rather than on content matter. MHC can be used to score any narrative or task or construct instruments (instruments do not need to be normed because the stages are absolute). Narrative scoring is useful for such data as interviews and written texts. Instruments are ideal for initial assessments in any domain and pre and post measures to test for increases in performance. No answers are incorrect; each represents a different stage of performance. Workshop learning formats include graphically-assisted presentations, group

discussion, and small group and pairs for experiential work. Intended learning outcomes are: a) describe what this general theory applies to; b) name and recognize four stages of performance that may be exhibited by adults; c) score examples of four stages of performance and justify the score; d) describe how vignette instruments are constructed.

Session 4: Promoting Adult Development in College and Beyond
Session IV Summary: *Promoting Adult Development in College and Beyond*
Facilitated by Joanna Gonsalves, Ph.D., Salem State College.
Recorder: Joanne Rubin, Ph.D. (independent researcher, NY)

Ilana Kustanowitz (Fordham U.) with Fran Blumberg, Ph.D. (Fordham U.) *Characteristics of emerging adults who participate in community service activities*

Ilana referenced Arnett's (1998) "emerging Adulthood" theory for her dissertation research, in which she documented the connection between community service activities and altruism, and also higher self-esteem in the context of close friendships.

Lynne Swaner, Ed.D. (Long Island U.)
Effects of engaged learning pedagogies on adult and student development. The Bringing Theory to Practice Project (BToP).
Lynne found decreases in student depression, drinking and absenteeism as a result of the BtoP program, in which at least 7 colleges and universities participated. BToP utilizes living-learning communities and curriculums infused with practical information, service learning, collaborative learning groups (sometimes including faculty), psychological support, and civic and novel environments. Although depression decreased, self-disclosure of stresses increased, which may indicate decreased denial of problems, opening issues toward resolution.

Deane Gute, M.A. (U. of Northern Iowa)
Writing their way to flow (based on an upcoming article, co-authored with Gary Gute, Ph.D, entitled: *Flow Writing in the liberal arts core and across the disciplines: A vehicle for confronting and transforming academic disengagement*, *Journal of general education*, in press)

The authors adapted Czikmentmihalyi's Flow theory to the elements of lack of flow, as disengagement in college students. In a mandatory writing course, students first read about and understood the experience of flow. Then they wrote about courses they found most challenging. Kept journals, received evocative feedback from the

professor. They reflected on moments which kept their attention. The upcoming article provides a detailed description of the curriculum. Narrative analysis evidenced increased awareness of their own motivational dynamics, and engendered students' engagement, learning, and growth.

Post-Session Group Discussion Themes

Facilitating student engagement seems an important part of a young adult's engagement in the work world after college. College/university goals and visions create a learning structure which needs not just didactic information, but also emotional, meaningful engagement with work and career. College milieus differ from the workplace in terms of their end product (student preparation vs. providing a produce/service). But engagement with one's work, or college studies, deserves more attention and is as much the responsibility of the college environment as the individual.

Session 5: Measuring Complex and Creative Thought Herb Koplowitz
Convener and Facilitator: Patrice Miller (Salem State College) Recorded: Herb Koplowitz.

Two observations about this session overall:
- With eleven papers, this was a difficult session in which to visit all of the posters in let alone to summarize.
- The papers fell in three categories:
  o Studies testing and confirming models of higher cognition
  o Studies on enhancing ability
  o Explorations of the models themselves

CONFIRMING MODELS

These studies found expected correlations between hierarchical complexity ratings and another variable.

Jennifer Follis, Darlene Crone-Todd, & Nicole Cristelli (Salem State College)
A Comparison of Two Scoring Systems for Complex Thinking Required by Exam Questions
- Negative correlation between students' scores on exam questions and their rating in hierarchical complexity (while a question's level in Bloom's taxonomy does not predict student scores).

Nicole M. Cristelli, Darlene E. Crone-Todd, & Jennifer Follis (Salem State College)
Scoring Student Answers Using the Model of Hierarchical Complexity
- High inter-rater reliability between assessors in scoring answers with the MHC.

- Positive correlation between exam answers' order of hierarchical complexity and the score given by the instructor
- Negative correlation between exam questions' order of complexity and order of complexity of answers given

Sasha Bernholt and Ilka Parchmann (both of Institute of Pure and Applied Chemistry) and Michael Lamport Commons (Harvard Medical School)
Hierarchical Complexity Applied to the Domain of Combustion: An Educational Research and Modeling Approach
- Negative correlation between complexity of an issue regarding combustion and its Rasch score.
- Negative correlation between the order of complexity of a question and the score given to answers

Andrew Michael Richardson (Dare Institute), Michael Lamport Commons (Harvard Medical School), Alexander Pekker (University of Texas) *The Effectiveness of the Model of Hierarchical Complexity in Accounting for Performance on Mathematical Stage Instruments.*
Studies the relationship between stage of development and the complexity of conceptualization of mathematical problems.

ENHANCING PERFORMANCE

These studies explored factors, outside of raw ability to handle complexity, that enhance performance.

Ellen C. Banks (Daemen College)
Development of Reflective Judgment: A Longitudinal Study of College Students
A longitudinal study showed expected improvements over four years of college in stage of reflective judgment in the Steps for Better Thinking model.

Christine Saltzberg (University of New Hampshire)
Epistemological Perspectives of Nursing Students
This study suggests a need for nursing students to develop more sophisticated epistemologies, to learn to embrace the uncertainty of knowledge, to improve their approach to learning and reasoning about ill-structured situations.

Gary Gute (University of Northern Iowa)
Assessing psychological complexity in highly creative persons
Explores the value for creativity of psychological complexity, the aptitude to employ seemingly opposite personality traits as demanded by situational dynamics. Also, how psychobiography researchers can apply the rater-administered California Adult Q-Sort (CAQ; Block,

1990) to transcripts of semi-structured interviews to assess the presence of psychological complexity.

Gregory R. Quinting (University of Pennsylvania)
Nobel Strengths: The Attributes of Scientists by CAVE
Suggests the value of optimism and strong positive emotions in scientists' being especially creative and satisfied in their work.

EXPLORATIONS OF THE MODELS

Sara Nora Ross (ARINA, Inc)
Seeing Adult Development Through the Lens of Nonlinear Dynamics: The Fractal Transition Step Sequence of Hierarchical Complexity
Explores the fractal nature of the Model of Hierarchical Complexity in how the transition steps from one stage to the next are bounded fractals of the overall Model.

Sara Nora Ross (ARINA, Inc)
Toward Describing New Order 15 in the Model of Hierarchical Complexity
and Refining Descriptions of Paradigmatic Order 13 and Cross-Paradigmatic Order 14
Proposes a newly-explored Order/Stage 15 in the Model of Hierarchical Complexity and refinements to existing descriptions of Orders 13 and 14.

Mike Jay (Leadership University)
Developmental Stage Differences Among Developmental Assessment
Uncovers unexpected inconsistencies in ratings of subjects by a number of models suggesting either unreliability in some rating systems or a lack of expected parallels among systems.

CONCLUSION

I find no way to summarize these presentations given their variety. But considering the topics themselves raises another question:
Does moving from:
- working within a model of complexity (by testing expected correlations or by exploring auxiliary factors) <u>to</u>
- working on a model (by extending stages or exploring the movement from one stage to the next) <u>to</u>
- working between models (by exploring relationships expected between them)
entail an increase in complexity?

Session 6: The Societal Contexts of Adult Development
Convener and Facilitator: Darlene Crone-Todd (Salem State College.) (Notes from abstracts.)

Karen VanderVen (University of Pittsburgh)
The 21st Century Erikson: A New Life Course Theory for a Changing World

Many changes have occurred in society and in the nature and knowledge of the human life course since Erik Erikson posed his still widely utilized 8 Stages of Man life span theory in 1950. A contemporary, expanded theory of the life course based on Erik Erikson's 1950 eights stage life span theory was presented. Fourteen stages/phases are proposed, reflecting research the societal context of development today (e.g. changes in gender development, increased longevity), empirical findings in areas relevant to the life course; and in-depth study of works of, and scholarship on, Erik Erikson.

Garrett McAuliffe (Old Dominion University)
Instigating Constructive Development through a Cultural De-centering Intervention.

This research tested an intentional development-instigating cultural "de-centering" intervention, one that challenged adult participants to consider the origins and limits of their cultural beliefs. In an academic course in Social and Cultural Issues in Counseling, adults were challenged to question received knowledge in each of the areas of race/ethnicity, gender, social class, religion, and sexual orientation. Participants' levels of moral development were also assessed, with the Defining Issues Test-2. Each student completed the Beliefs and Customs Inventory (BCI) before and after the course. Results indicate that the adults most profoundly affected by the developmental instigation were those who were ready to question cultural assumptions. These findings make possible more intentional development-instigating intervention, especially in the area of culture.

Yoonjung Park, Joan T. D. Suwalsky, & Marc H. Bornstein (National Institute of Child Health and Human Development)
European American Rural Appalachian Family Life: Adolescent and Adult Mothers and Their Infants
A wealth of empirical evidence indicates that adolescent mothers have more difficulty with the maternal role when compared with older mothers; however most studies compare samples that also differ in other socio-demographic variables. Thirty-six adult and 37 adolescent European American mothers from the same, rural Appalachian ecological context were video recorded for 50 min of naturalistic interaction with their 5-month-old infants. Participant socioeconomic level and mother education and working status did not differ in two groups. Overall, the nature of mother-infant interactions at 5 months in families with adult and adolescent mothers appears to be similar with two areas of exception: Adolescent mothers engaged in more physical encouragement of infant balance than adult mothers, and adult mothers spoke to their infants more often and for longer duration than adolescent mothers.

Regardless of maternal age, mothers and infants were "in tune" with one another: Infants who looked at their mothers had mothers who encouraged attention to themselves; and infants who explored their environment had mothers who encouraged their attention to objects. We found little empirical support for differences between adolescent and adult mothers once socio-demographic factors are controlled. These results contradict common assumptions which pit adult and adolescent mothers.

Jacqueline Mattis, Nyasha Grayman, Sheri-Ann Cowie, Cynthia Winston, Carolyn Watson & Daisy Jackson (New York University)
Intersectional Identities and the Politics of Altruistic Care in a Low-Income, Urban Community

Intersectionality theory was used to explore the ways in which social identities (gender, class, race, ethnicity) and social location (urbanicity) combine to influence altruism among African-American adults in an economically distressed housing community. These identities were found to create and sustain different patterns of vulnerability, needs, comittments to caring for different subgroups, and to inform how altruists are perceived by others.

2009 SRAD MEMBERSHIP BUSINESS MEETING

The annual SRAD Business Meeting will take place April 1, 2009. The time and agenda will be announced in the next edition of this Bulletin and in the Symposium's program. This is an opportunity for all Symposium participants to exercise their membership in the Society, build the organization, and develop a sense of the field's community! These are not stodgy meetings!

SRAD MEMBERSHIP, REGISTRATION, AND DUES NEWS

Among the benefits of membership in SRAD are:
– you become part of a network of people interested in and working in the field of positive adult development.
– you receive the newsletter of the Society, *Adult Developments.*
– you receive the Call for Papers for SRAD's annual symposia and other communiqués.
– you are eligible to submit your work for publication in the *Adult Developments.*

SRAD's membership year is from the beginning of one annual symposium to the beginning of the one the following year. The symposium registration fee includes SRAD membership so that symposium attendees are automatically members for the year following the symposium they attend.

Find the combined form for both SRAD membership and for membership plus symposium registration at

http://adultdevelopment.org/Mail_in%20registration%20form.txt
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    Sometimes SRAD people lose track of whether their membership is current–whether they have paid their dues for the current year. To check your dues status, please contact admin@adultdevelopment.org .

SRAD'S LIST SERVE

SRAD has an open list serve, and you are invited to join. Visit http://groups.yahoo.com and subscribe to the list **adultdevel**.

NEW BOOKS? NEW ACCOMPLISHMENTS?

SRAD Members are invited to submit information about their forthcoming books and other accomplishments for future issues of *Adult Developments.* Send them to Ellen Banks at ebanks@daemen.edu.