**Class Assignments**

**Chapter 19: Supporting Adaptation to New Roles in Middle Age**

1. Goal: To understand the differences and similarities between events and non-events.
   1. Split class into role-play triads: counselor, client, and observer. Prepare half of the clients to present an unanticipated transition events (something happening “out of the blue”) and the other half to present a nonevent transition (the anticipated event that never occurred). Have counselors respond to clients in their natural counseling style, and have observers watch for the interventions selected and the impact of those interventions.
   2. After role plays are completed, facilitate a discussion in the class about the counselor’s understanding of the client’s needs, the differences and similarities in the interventions selected, and the client’s response to the counselor’s interventions. Attend specifically to whether the interventions or understanding of the nonevent transitions was more challenging for the role-play counselors, and discuss why that did or did not happen.
2. Goal: Increase understanding of the interaction between family roles and healthy development.
   1. Discuss Erikson’s stage of generativity vs stagnation at some length. Then have the class consider ways in which being the “filling” of the sandwich generation, for an individual who must care for both parents and offspring, might contribute to mastery or lack of mastery for this developmental stage crisis.