

Adult Development and Aging – PSYC 204-001

A course offered by
The Department of Psychology
Fall 2009

Meeting Time: Monday and Wednesday 4:30 – 5:45 p.m.
Room: Founders Hall 0116
Instructor: Christopher B. Rosnick, Ph.D., MPH
Office Location: Alumni Hall 0132
Office Hours: Monday and Wednesday 2:00 – 4:15 p.m.
and by appointment
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Required Text: Whitbourne, S. K. (2005). *Adult Development and Aging: Biopsychosocial Perspectives (2nd Ed.)*. John Wiley & Sons, Inc.: Hoboken, NJ.

Course Description and objectives:

This course provides a comprehensive overview of the psychological and psychosocial aspects in development throughout adulthood. Objectives include increasing students' knowledge about:

1. The growth of the older population.
2. Research methods used to study adulthood and aging.
3. Changes in sensation/perception, health, and cognition with aging.
4. How aging affects interpersonal relationships, personality, and psychopathology.
5. How diversity (e.g., gender and ethnicity) affect the experience of aging.
6. How to analyze and creatively apply research knowledge about aging to practical problems faced by older adults.

This survey course is appropriate for students from all majors who are interested in learning more about the process of adulthood and aging, and will also provide a basis for more advanced course work in the field of adulthood and aging. Besides theory and research on adulthood and aging, we will discuss practical issues of importance to all of us who are growing older, or who deal with older parents, clients, or patients. For psychology majors, the course will provide an opportunity to apply general principles of psychology to applied topics in the field of adulthood and aging. For those interested in gerontology, an increased appreciation of research methods, theories, and applied techniques from the field of psychology should prove useful.

Expectations

1. Attendance is not mandatory, but it is highly recommended. There will be a lot of material covered in class that is not in the text, and this material will be on the tests. *Also, there will be several in-class assignments that will count towards your participation grade.* More importantly, any unforeseen changes to the syllabus will be announced in class.
2. You are expected to be prepared for class each time; be prepared to discuss class content.
3. If you have difficulty with any of the content of the class or the assignments, please feel free to visit with me during office hours. If office hours are not convenient for you, I am happy to meet with you on an appointment basis.
4. If you need to be absent due to medical reasons (yours or your immediate family's) on a test day or a day that an assignment is due, please provide a physician's note and notify me **PRIOR** to class.

Accommodations for Students with Disabilities

Any student with a documented disability is encouraged to meet with me privately during the first week of class to discuss accommodations. According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.

Withdrawal from Classes and Incomplete Grade Policies

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 6th week of an 8-week summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of "UW" (Unauthorized Withdrawal). The grade of "UW" will only be given when a student's grade based on the course requirements is an "F". The grade of "UW" is calculated as an "F" in a student's grade average. The granting of a grade of "I" (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An "I" must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an "I", the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from "I" to "F".

Academic Dishonesty

Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written

materials such as notes or books, may not look at the paper of other students not consult orally with any other student taking the same examination; (b) asking another person to take an examination in one's place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, downloading from the internet, or disseminating tests answer keys, or other exam materials, except as officially authorized, as in the case of research papers, speeches, etc.; (f) stealing or copying of computer programs and presenting them as one's own, which includes the use of another student's program as obtained from the magnetic media or interactive terminals or form cards, print-out papers, etc.

Plagiarism

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

I trust you will be honest in this course. Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of zero for the assignment and other sanctions will be provided to the fullest possible extent.

Course Schedule

DATE	TOPIC	READINGS
Aug. 24	Overview; Aging Quiz	
Aug. 26	Themes and Issues in Adult Development and Aging	Chapter 1
Aug. 31	Themes and Issues in Adult Development and Aging	Chapter 1
Sept. 2	ASSIGNMENT #1 DUE Models of Development	Chapter 2

Sept. 7	NO CLASS-LABOR DAY	
Sept. 9	The Study of Adult Development and Aging: Research Methods	Chapter 3
Sept. 14	Group Exercise- Designing a Research Project	Handout
Sept. 16	ASSIGNMENT #2 DUE Physical and Sensory Changes in Adulthood and Old Age	Chapter 4
Sept. 21	Catch-up and Review	
Sept. 23	Exam #1 (Chapters 1-4 and lectures)	
Sept. 28	Health and Prevention (2 nd half)	Chapter 5
Sept. 30	ASSIGNMENT #3 DUE Basic Cognitive Functions: Information Processing, Attention, and Memory	Chapter 6
Oct. 4	Basic Cognitive Functions: Information Processing, Attention, and Memory	Chapter 6
Oct. 7	Language, Problem Solving, and Intelligence	Chapter 7
Oct. 12	“The Forgetting”	Video
Oct. 14	“The Forgetting”	Video
Oct. 19	Personality and Patterns of Coping	Chapter 8
Oct. 21	Catch-up and Review	
Oct. 26	Exam #2 (Chapters 5-8 and lectures)	
Oct. 28	Relationships	Chapter 9
Nov. 2	“For Better or For Worse”	Video
Nov. 4	Work, Retirement, and Leisure Patterns	Chapter 10
Nov. 9	Mental Health Issues and Treatment	Chapter 11
Nov. 11	Treatment Sites for Chronic Disorders in Adulthood	Chapter 12

Nov. 16	ASSIGNMENT #4 DUE Discussion and Review	
Nov. 18	Exam #3 (Chapters 9-12, lectures and articles) GSA conference	
Nov. 23	Thanksgiving Break	
Nov. 25	Thanksgiving Break	
Nov. 30	Death and Dying	Chapter 13
Dec. 2	Successful Aging and Creativity	Chapter 14
Dec. 7	TBD	
Dec. 9	Review for Final Exam	
Dec. 14	Final Exam (Chapters 13, 14, article, lectures, video and comprehensive questions from throughout the semester)	TIME 4:30-6:10

Exams will cover material from the text, lectures and class discussion. Three tests will be given during the term, each covering four chapters from the text. Each of these tests will include multiple choice, and true/ false questions. Each exam will be worth 100 points. I will not hand out any exams after the first exam has been turned in, so be on time. You may miss any exam for any reason. All missed exams will be made up during the final exam period WITH the final exam (i.e., you will take the final exam plus the make-up exam together, although you may need extra time). Make-up exams will be different exams than those given at the scheduled time. No early, late, or make-up final exams will be given, with the exception of students who properly follow the FINAL EXAM CONFLICT POLICY in the student handbook (3+ finals on one day, requires advance paperwork).

A final requirement will be to write 4 short papers. Detailed instructions for these assignments can be found at the end of the syllabus.

Your grade will be based on the following:

	Points
3 Section Exams	300
Final Exam	100
Assignments	50
Participation	20
Total	470

The following is the grading scale to be used:

90% and above (423 and above)	A
80% to 89% (376-422.999)	B
70% to 79% (329-375.999)	C
60% to 69% (282-328.999)	D
Below 60% (below 281.999)	F

Other Points:

1. Read the text by the date assigned. It will make the lecture easier to understand, will improve class discussion, and will allow you to ask questions if something is unclear.
2. Lecture material will overlap with the text, but will introduce new material not included in the reading. Not all material in the text will be covered in class. In order to do well in the class, you must read and understand the text, and attend and understand the lectures. Each exam will include material from lectures not in the readings, and vice versa.
3. Participate in class – ask questions and join in discussion (It will help you remember the material better).
4. The syllabus is tentative and will be used as a guide, but be prepared if we get ahead or behind schedule.

CLASS POLICIES:

E-mail

Please use appropriate salutations when you e-mail me. Also, be sure to “sign” the e-mail so I know who I am speaking with. If you leave out either one of these, I will not respond.

Course Materials:

Materials used in this class, including papers, exams, and grading materials will be retained only through Dec. 2010, after which they will be destroyed.

Class Environment:

It is important to recognize that the classroom is an environment that requires respect for all participants. Therefore, students are expected to conduct themselves in a considerate manner. This means: being on time, turning off cell phones, pagers, iPods and headphones, avoiding extraneous talking and chat, refraining from reading non-class materials, and eating in class.

Assignment Due Dates

If any part of the assignment is turned in after the due date, the grade for the entire assignment will drop by an additional 15% each business day until the completed assignment is turned in. I always take off 15% each day an assignment is late, even if you are very sick or had some other emergency. Late assignments may be given to office

workers (in the psychology office), but make sure you have the office worker write the date and time the assignment was turned in along with their signature. The psychology office is open from 8:00 am until 4:30 pm.

EXTRA CREDIT: You can receive 0.5 extra credit points on your FINAL GRADE for every hour you participate in research experiments. You will be provided with a sheet so you can keep track of all the experiments you participate in. **DO NOT LOSE** this sheet—I will not accept a photocopied study sheet. It must be the original purple sheet you are given in class. In the event that you lose your sheet, there are extra copies in the main psychology office. If you cannot make an appointment, be sure to cancel with the investigator at least 24 hours in advance so they can try to schedule another student. You will be penalized the appropriate points if you do not show up for an appointment. For example, if you register for an experiment that is worth 0.5 credits (it takes 30 minutes), you will lose 0.25 points on your **final grade**. So, if you miss an experiment that is worth 1.0 credit (it takes an hour), you will lose 0.5 points on your **final grade**. **DO NOT SIGN UP FOR AN EXPERIMENT UNLESS YOU ARE 100% CERTAIN THAT YOU CAN MAKE IT!!!!**

Thought Assignment 1: Thinking about your future self (10 pts.)

[DUE SEPT. 2]

Your first assignment is to write at least 2 pages that speculates about what you think you will be like when you are in your early to mid 70s.

Your paper will start out: "When I am 72 years old, ..."

To help you think of some things to say, consider the following sorts of questions.

Personal characteristics

1. What kind of person will you be? What kind of personality will you have?
2. How will you relate to others, especially family members?
3. What will your health be like?
4. What kind of personal goals will you have?
5. What kind of issues will you be concerned with, or think about?
6. What kind of living arrangement will you have?
7. How will you view the world?

Activities

1. What will your daily routine be like?
2. What kind of work or hobbies will you do?
3. What kind of special activities will you engage in? (for example, travel, entertainment)
4. What kind of social activities will you engage in with friends or family?

**MAKE SURE YOU SAVE THIS AS A WORD FILE BECAUSE YOU WILL
CRITIQUE THIS PAPER AT THE END OF THE SEMESTER.**

Thought Assignment 2: Aging and Cognitive Status (10 pts.)

[DUE SEPT. 16]

Older people are often characterized as especially forgetful. They wear glasses and hearing aids, they eat bland food, and they get easily confused.

Do you think this is true of a lot of older people, or just a few? Do you forget things? For example, older people often complain that they forget people's names. Do you do this? Does it bother you when you forget things? Do you ever go into another room to get something and then forget why you went there? Does it bother you?

One theory about aging and memory is that older people act the way they do because of society's expectations. A recent study showed that old Chinese people (in China) had better memory performance than old Americans--in China, according to the authors of the study, the culture doesn't stereotype old people as forgetful and so forth. What do you think about this?

Write a page or so of your thoughts on these ideas. Do you know any older people who are not like these negative stereotypes?

Thought Assignment 3: Problems of Aging (10 pts.)

[DUE SEPT. 30]

Many older adults worry that they will get Alzheimer's disease (AD). What do you know about AD? How common is AD? What are the symptoms? How do we know when someone has it? What causes it? What can be done for a person with AD?

Do you have any relatives who have it? What is it like for the person who takes care of the person with Alzheimer's?

I'm interested in what you have heard about AD; in what you know about it before I start lecturing about it. So I don't expect you to necessarily have the correct answers. Statements like "I've heard that AD is caused by using aluminum frying pans" are perfectly acceptable.

Thought Assignment 4: Evaluating your expectations about late life (20 pts.)

[DUE NOV. 16]

I have handed back to you your first assignment. Look it over and see if you would change any of it. Write a critique of it based on what you have learned in the course. You may feel that you wouldn't change anything, and that your predictions about your life were accurate. However, you may feel you should change your predictions. I imagine that you will have a little of both. Select some of the things you said, and show how the course has either confirmed what you expected life to be like, or how your predictions were different from what is typical of people in late life, according to the textbook.

REMEMBER! You will be graded for grammar, content, organization, THOUGHTFULNESS, etc., rather than just getting the points for turning it in.

Taken from Materials for Adulthood and Aging: Undergraduate Course. Raymond J. Shaw, Ph.D.,
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