

Adult Development and Aging
PSY 3230-01 (CRN 25069)
Spring 2013

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Office: 204A McDonald
Office Hours: 11-12 MWF, 12-1 TR

Lecture/Discussion: Mon/Wed/Fri 2:00pm to 2:50pm in MacDonald 104

Text: Mason, M. G. (2011). *Adulthood and Aging*. Boston, MA: Allyn & Bacon.
ISBN-10: 0-205-43351-0

- There will also be Articles posted on Canvas to read on most weeks.

Overview & Course Description: Welcome to Adult Development and Aging. This is an advanced course for psychology students who wish to study development in adulthood. The course will cover the study of adult lives from a life-span perspective. In addition to the psychology of aging, students will investigate societal influences on aging and successful aging. Topics include theories of the life-cycle, identity formation, the experience of growing older, personality stability, and psychological adjustment to the myths and realities of age. Prerequisite: Psychology 1100 or FCS 1500; AND Psychology major or Integrated Studies Emphasis in Psychology major.

Philosophy/Expectations: This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class. Students are also expected to coordinate small group work effectively. Students can expect that I will come to class very well prepared and that I will do my very best to conduct the class so that it is interesting, informative, and respectful.

Attendance and participation: With so much of the work for this course done in class, it is vital that you attend every class period. Class starts on the hour. Students who are late to class will not be able to earn full participation points for the day. Any student that is more than 5 minutes late will be considered absent for the class day – *do not come in to the class past this point*. See Dixie State College of Utah, Policies and Procedures Manual, section 5-23 on ATTENDANCE for further details.

Class Courtesy, Respectful Behavior & Responsibility: We will have a class discussion on the first day about our responsibilities to each other in this learning environment. We will generate

expectations for behavior during class that will help us create a positive, responsible, and respectful learning environment. I will protect your right to learn in this class. This may include me asking your peers to leave class if they become disruptive, demonstrate a lack of respect for our collective goals, etc. Some behaviors that are disruptive and disrespectful include (but are not limited to): inappropriate computer and phone usage, talking out of turn or laughing inappropriately, note passing, and sleeping.

Learning Objectives & Outcomes

The primary objective of this course is to provide an in-depth study of adult development and aging.

By the end of this course, students should be able to:

- ⊙ Identify and explain basic concepts, theory, and research represented in developmental psychology.
- ⊙ Describe elements of healthy lifestyle and successful aging.
- ⊙ Evaluate courses of action that could produce more healthy aging.
- ⊙ Identify and evaluate the influences of both the realities and societal stereotypes of aging.
- ⊙ Describe the lifespan development explanations of aging.
- ⊙ Demonstrate knowledge of empirical findings in adulthood and aging.

Assignments: There will be small group activities and/or discussions within class on most days. There will also be a successful aging activity project and term paper. Journal responses about your successful aging activity will be assigned on most weeks. **ALL ASSIGNMENTS MUST BE TURNED IN ON TIME TO RECEIVE CREDIT.** No late assignments can be turned in without a valid excuse cleared by the professor.

Note: Valid excuses are documented excuses that make it clear that it was not possible to come to class (e.g. medical note of serious illness, car repair receipt on the day of class, etc.).

Exams: There will be three Midterm Exams and a Final Exam. Only two Midterm Exams count towards your final grade, the lowest score will be dropped. If you miss a Midterm Exam for any reason, that is the score that will be dropped. **The Final Exam is in class on Monday, April 29th from 12:30 to 2:30pm.** The exams will consist of short answer and multiple choice items.

No early or makeup tests will be permitted for any of the exams without a valid, documented excuse approved by the professor.

➤ **You must take each Exam**

- Each Midterm Exam will be given at the Testing Center in the North Plaza. All you need to take with you is your **STUDENT ID**, some blank paper, and a pen. Do not bring any other material (e.g., no books or notes).

Testing Center: <http://www.dixie.edu/testing/index.php>

- You will have 1 day to go to the testing center to complete each exam (check the testing center website listed above for hours). Once you start the exam you will have 90 minutes to complete it.

➤ I typically give credit for questions that are answered incorrectly by seventy percent of the class or more.

Tentative Schedule

Week 1: January 7th thru 11th

Introductions, Overview of the Course & Concepts, Theories and Science

Read Chapter 1: Developmental Psychology Applied to Aging

Read Article 1

Week 2: January 14th thru 18th

Successful Aging

Read Chapter 3: Healthy Lifestyles and Successful Aging

Read pp 374-377 in Chapter 14: Life Satisfaction (Subjective Well-Being)

References & Abstracts due by 1pm on Friday, Jan. 18th

Week 3: January 22nd thru 25th

Martin Luther King, Jr. Holiday on Monday, the 21st

Variation

Read Chapter 2: Individual and Multicultural Differences

Read Article 2

Article Summaries due by 1pm on Friday, Jan. 25th

Week 4: January 28th thru February 1st

Review for Exam 1

Personality

Read pp356-367 in Chapter 14: Life Satisfaction (Self: The Core of Development)

Implementation Program due by 1pm on Wednesday, Jan. 30th

Exam 1 at Testing Center (Fri, Feb1st) – No Class Session

Week 5: February 4th thru 8th

Personality (cont'd)

Read Chapter 4: Identity Development and Personality

Read Article 3

Week 6: February 11th thru 15th

Intimacy

Read Chapter 5: Friendships and Love Relationships

Read Article 4

Week 7: February 19th thru 22nd

Presidents' Day Holiday on Monday, the 18th

Family & Community

Read most of Chapter 6: Families, Generations, and Communities

Read Article 5

Week 8: February 25th thru March 1st

Family & Community (cont'd)

Read remainder of Chapter 6: Families, Generations, and Communities

Review for Exam 2

Week 9: March 4th thru 8th

Exam 2 in Testing Center Mon 4th – no class session

Education & Work

Read most of Chapter 7: Education, Careers, and Retirement

Read Article 6

Spring Break: March 11th thru 15th

Week 10: March 18th thru 22nd

Education & Work (cont'd) & Cognition

Read remainder of Chapter 7: Education, Careers, and Retirement

Read Chapter 8: Memory and Basic Cognition

Read Article 7

Week 11: March 25th thru 29th

Complex Cognition

Read Chapter 9: Complex Cognition

Read pp 367-373 in Chapter 14: Life Satisfaction (Wisdom: Meaningful Development)

Week 12: April 1st thru 5th

Physical Aging

Read Chapter 10: Typical Physical Aging

Read Article 8

Week 13: April 8th thru 12th

Review for Exam 3

Disease

Read Chapter 11: Disease, Illness, and Disorders

Read Article 9

Exam 3 in Testing Center on Fri 12th – No class session

Week 14: April 15th thru 19th

Coping and Support

Read Chapter 12: Coping and Support in Late Adulthood

Read Article 10

Term Paper due on Wednesday, April 17th

Week 15: April 23rd thru 24th

Death and Bereavement

Read Chapter 13: Dying, Death, and Bereavement

Read Article 11

Review for Final Exam

Final Exam in Class on Monday, April 29th from 12:30 to 2:30pm

DISCLAIMER

Information contained in this syllabus, other than the grading scale and exam/quiz policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

Earning Points:

- A. Small Group/Class Participation: earned for participating actively in class discussions and in-class small group assignments. Each activity is worth 3 points. So with 30 assignments, this totals to 90 points.
- B. 3 Midterm Exams: Taken at the Testing Center. Each Midterm is worth 100 points, drop the lowest score, for a total of 200 points.
- C. Successful Aging Project: Choose and research a successful aging activity to engage in for the semester, write brief papers on the project, and record your progress in a Journal. Assignments add up to 100 points.
- D. Successful Aging Term Paper: Write a brief 8-12 page term paper based on your research and progress in your Successful Aging Project: 100 points.
- E. Comprehensive Final Exam: Taken in class on Monday, April 29th from 12:30 to 2:30pm. The final is worth 150 points.

Summary of Points Possible

Class Discussion & Small Group Activities are worth 3 points each,	times 30 Activities is	90 points
Successful Aging Assignments total		100 points
Successful Aging Term Paper is worth		100 points
Midterms are worth 100 points each, times 2 Midterms is		200 points
<u>Final Exam is worth 150 points</u>		<u>150 points</u>
TOTAL:		640 points

Grading Policy

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

e-mail: You are required to frequently check your Dmail account and Canvas messages.

Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to www.dixie.edu and select "Dmail" from the left column. To locate your dmail username and password, go to www.dixie.edu, and click on "Log in to student services" (upper right corner).

OTHER IMPORTANT DATES/DEADLINES

Jan 7	Class-work Begins
Jan 10	Last Day to Add Without Signature
Jan 14	Drop fee begins (\$10 per class)

Jan 21	Martin Luther King, Jr. Day
Jan 22	\$50 Late Registration/Payment Fee
Jan 29	Last Day for Refund, Last day to drop without receiving a "W" grade
Jan 30	Courses dropped for non-payment
Feb 1	Last Day to ADD/AUDIT Classes
Feb 18	Presidents' Day
March 1	Bachelor's degree Graduation Deadline
March 11-15	Spring Break
March 18	Summer Registration open to Seniors (90+ credits)
March 19	Summer Registration open to Juniors (60+ credits)
March 20	Summer Registration open to Sophomores (30+ credits)
March 21	Summer Open Registration
March 29	Last Day for Complete Withdrawal
April 24	Class-work Ends
April 26, 29-30, May 1-2	Final Exams
May 3	Commencement

Disability Accommodations: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

College resources: Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at http://new.dixie.edu/english/dsc_writing_center.php

If you need to use a computer to do schoolwork on campus, go to the Smith Computer Center or in the Dixie College library on the second, mezzanine, or third floors of the HCC.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Academic integrity: I believe that most students are honest, and I don't want to punish everyone for the few that aren't. However, I will not tolerate cheating, and if I discover that it has occurred, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course. Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains. I have tried to design assignments and exams to minimize the temptation to cheat, but it is not my job to prevent you from cheating. If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the Student Code and forfeited your integrity, whether or not you are caught. You will pay the price, sooner or later. (See "Student Code" <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)