

Psychology of Adulthood and Aging

Psychology 502, Section 002
Sample Syllabus

This course is designed to explore aspects of psychological development from early adulthood through late adulthood with an emphasis on normal and abnormal aging. Goals include:

1. To provide a scientific biopsychosocial context for understanding adult development.
2. To evaluate the impact of aging on the individual.
3. To provide an understanding and greater appreciation for the aged.

Course Requirements:

1) Readings and videos: Please read or view the assignment no later than class time on the assigned date.

Main Text: Whitbourne, Susan Krauss (2008). Adult Development and Aging: Biopsychosocial Perspectives, 3rd edition. Hoboken, NJ: Wiley and Sons.

Reader: Charles, Susan T., ed. (2009). Current Directions in Adulthood and Aging. New York: Pearson. Referred to as CDAA.

Additional Readings: a) **CoursePack** at Student Stores; b) online articles posted on Blackboard and/or available on the web or UNC library e-journals; c) **Chapters on reserve** at the Undergraduate Library. Ask for the Psyc 502 reserve list.

Age Pages: Download pdf files of assigned Age Pages from National Institute on Aging publications list at

<http://www.nia.nih.gov/HealthInformation/Publications/>. This website also has lots of other information about aging and health. Age Pages also available on Blackboard.

Video Assignments: Videos are on reserve in the Non-Print section of the Undergraduate Library. Ask for the Psyc 502 reserve list, see the call number.

2) Class Participation: Attendance is expected! Above and beyond that, bonus points (0-3) will be added to your average for enthusiastic class participation, at the instructor's discretion. Persons with excessive absences from class will lose points (1-2) at the instructor's discretion. Come to class prepared to discuss readings and practicum issues.

3) Exams: There will be one mid-term examination and a final examination. Each exam will be non-cumulative and will consist of short answer items such as multiple choice, true-false, and matching columns. Please bring a scantron sheet and pencil for electronic grading. There may be a take-home essay for the midterm. **No cell phones, iPods, or other electronics permitted during an exam.**

4) Practicum Project and Commentaries: See below.

Grading: Your grade in this course will be based on the two examinations, and a practicum project encompassing volunteer experience and written commentaries integrating this experience with class readings and videos. The midterm will be worth 30% of your grade and the final exam will constitute 40% of your grade. The remaining 30% of your grade will be from your practicum project allocated as described below. Final letter grades will be calculated from your final average on approximately a 10 point scale, plus or minus a couple of points. Exact cut points for assignment of letter grades and plusses and minuses are at the discretion of the instructor, to adjust for possible variations in assignment difficulty.

Date

Topic/Additional Readings/Videos

Text Chapter

I. Background and Research Methods

W/Jan 14

Introduction and Logistics
1) Society Fears the Aging Process--Coursepack

1, 2 (pp 27-32)

F/Jan 16

Demographics
2) Administration on Aging, U.S. Department of Health and Human Services
A Profile of Older Americans: 2007. Available to download from Blackboard or
<http://www.aoa.gov/prof/statistics/profile/profiles.aspx>

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3a) Skim: Federal Interagency Forum on Aging Related Statistics.
Older Americans 2008: Key Indicators of Well-Being.
 Available at Blackboard or www.agingstats.gov.
 3b) Optional to skim: U.S. Census Bureau (2005). 65+ in the United States: 2005.
 Available at Blackboard or <http://www.census.gov/prod/2006pubs/p23-209.pdf>

W/Jan 21 Models and Research Methods 2 (pp. 32-47), 3.
 4) B. Neugarten (1979). Time, Age, and the Life Cycle.
American Journal of Psychiatry, 136, 887-894.—Coursepack, e-journals, or Blackboard

F/Jan 23 Models and Research Methods - continued 3
 5) Shute, N. (June 9, 1997). A Study for the Ages. U.S. News and World Report, pp. 67-70, 72, 76-78, 80. Coursepack
 6) (optional) Lachman, M. E. & Weaver, S. L. (1998). Sociodemographic variations in the sense of control by domains: Findings from the MacArthur studies of midlife. Psychology and Aging, 13, 553-562. Available on e-journals or Blackboard.

II. Normal and Abnormal Health/Mental Health in Aging

W/Jan 28 Physiological Changes 4
 7) (skim) Age Pages on Health Topics: Available on NIA website or Blackboard
 8) CDAA pp. 61-68, 69-76

F/Jan 30 Health Promotion 5
 9) Vita, A. J., Terry, R. B., Hubert, H. B., & Fries, J. F. (1998). Aging, health risks, and cumulative disability. New England Journal of Medicine, 338, 1035-1041. Available on e-journals or Blackboard.
 10a) Perls and Silver. Will You Live to be 100?--Coursepack
 10b) We Can Control How We Age—Coursepack
 11) CDAA pp. 158-165

W/Feb 4 Psychopathology and Treatment - 11
 Depression, Psychosis, and Dementia
 12a) Chapter 2: Helen and Chapter 14: Lila and Sophia, in Bob. G. Knight (1992), Older Adults in Psychotherapy. Newbury Park, CA: Sage Publications. --Coursepack
 12b) Age Page on Depression--Available on NIA website or Blackboard

<u>Date</u>	<u>Topic/Additional Readings</u>	<u>Text Chapter</u>
F/Feb 6 Contract Due Log 1 Due	Psychopathology, Alzheimer’s Disease and Other Dementias -continued. 13) “Dementia-An Overview,” “Sensory and Communication Changes in Normal Elders,” “Alzheimer’s Disease,” and “Vascular Dementia” in Hoffman, Stephanie B., & Platt, Constance A. (2000). <u>Comforting the Confused: Strategies for Managing Dementia, 2nd ed.</u> NY: Springer Publishing. --Coursepack 14) CDAA pp. 52-58, 175-182. 15) (skim) Age Pages on Dementia--Available on NIA website or Blackboard	11, 5 (pp. 128-238)
W/Feb 11	Caregiving 16a) CDAA pp. 209-216	*

16b) AARP Fact Sheet on Women and Long term Care. Available on http://assets.aarp.org/rgcenter/il/fs77r_ltc.pdf or Blackboard.

F/Feb 13 Remotivation Groups.
17) Clark, L. Resocialization Group Therapy summary--Coursepack

W/Feb 18 Catch-up

F/Feb 20 Midterm Exam

III. Life-Span Personality and Cognitive Development

W/Feb 25 Personality Development 2 (32-40), 8
18) Neugarten, B. (1979). Time, Age, and the Life Cycle (reread)
19) Roberts, B.W., Walton. K. E., & Viechtbauer, W. (2006). Pattern of mean level change in personality traits across the life course: A meta-analysis of longitudinal studies. Psychological Bulletin, 132, 1-25. Available on e-journals or Blackboard.

F/Feb 27 Personality Development - continued same
20) Video: On Old Age: A Conversation with Joan Erikson at 90. 38 minutes Call no. Y-0464
21) CDAA pp 127-135, 136-141, 142-149

W/Mar 4 Personality Development - continued 14 (363-368)
22) CDAA pp. 150-157

F/Mar 6 Cognitive Development - Information Processing and Attention 6
23a) CDAA pp. 3-12, 37-44
23b) Age Page on Older Drivers—on website or Blackboard

Log 2 and Commentary I Due

W/Mar 11 Spring Break

F/Mar 13 Spring Break

W/Mar 18 Cognitive Development - Memory 6
24) CDAA pp 22-29, 30-36,
25) Baltes, P. B. (1993). The aging mind: Potential and limits. Gerontologist, 580-594. Coursepack

Date Topic/Additional Readings Text Chapter

F/Mar 20 Cognitive Development - Intelligence 7, 14 (369-387)
26) Seattle Longitudinal Study webpage, available on <http://geron.psu.edu/sls/researchers/index.htm> or Blackboard.
27) CDAA pp. 45-51, 84-90, 91-101, 193-200

W/Mar 25 Catch-up

IV. Love, Work and Death

F/Mar 27 Relationships 9
28) CDAA pp. 102-109, 110-117,

W/Apr 1 Relationships - continued

	29a) Chapter 7 “Men and Women, Together and Apart” (pp. 178-206), in K. Warner Schaie & Sherry L. Willis (2002). <u>Adult Development and Aging, 5th Ed.</u> Upper Saddle River, NJ: Prentice Hall. In Coursepack or <u>on reserve</u> in Undergraduate Library.	9
	29b) Optional: Skim Sexuality readings on Blackboard: <u>AARP/Modern Maturity Sexuality Study</u> , (August, 1999), also at www.aarp.org/research/reference/publicopinions/aresearch-import-726.html ; Age Page on Sexuality in Later Life; and Lindau et al. (2007), <u>A Study of Sexuality and Health among Older Adults in the United States, NEJM</u> 357:762-74, also on e-journals.	
F/Apr 3	Relationships-continued 30) Hayslip & Kaminski, (2005). <u>Grandparents Raising their Grandchildren. The Gerontologist</u> , 45, 262-269. On e-journals or Blackboard.	9
W/Apr 8 Log 3 and Commentary II Due	Work and Retirement 31) Bureau of Labor Statistics Spotlight: Older Workers	10
F/Apr 10	Good Friday Holiday	
W/Apr 15	Work and Retirement Continued	10
F/Apr 17	Living Arrangements and Long Term Care 32a) Age Page: When You Need a Nursing Home—Coursepack 32b) Age Page: Nursing Home Choices—On website or Blackboard 33) Video: <u>On Old Age II: A Conversation with Joan Erikson at 92</u> . 32 minutes Call no. Y-0465	12
W/Apr 22	Death, Dying and Bereavement 34) Koenig, H. G. (2002). The role of religion and spirituality at the end of life. <u>Gerontologist</u> , 42 (Special Issue 3), 20-23. Available on e-journals or Blackboard. 35a) Age Pages on Mourning a Spouse and Getting Your Affairs in Order. On website or Blackboard. 35b) AARP. <u>Start the Conversation</u> .—Coursepack	13
F/Apr 24	Log 4 and Evaluation Due in class Catchup	
W/May 6	Final Exam 12-1:45pm	

PROJECT

You will volunteer 2 hours per week for a total of at least 20 hours at one of the facilities on the practicum site handout. This 20 hours is in addition to any formal orientation session required by the facility (except you may count up to 2 hours from the long Carol Woods orientation). See instructor for any questions regarding which hours count. The 20 hours should begin no later than February 6th, preferably by the week of **January 26th**, and be completed no later than the last day of class **Friday April 24th by class time**. Remember: The 20 hours must span about 8-10 weeks, and should include no fewer than 8 sessions occurring in 8 different weeks. You should not be trying to crowd your 20 hours into a short span of time. You will lose credit for reliability (see below) if you do. Plan ahead to have enough weeks to make up any time lost to semester breaks or illness or car trouble.

Requirements:

1. Volunteer contract with a supervisor at your facility, due in class **Friday, February 6th**.
2. Volunteer Evaluation Form rated by your supervisor at the completion of your 20 hours. Due in class **Friday, April 24th, preferred earlier**.

3. Practicum Attendance Logs: You must keep a log of your attendance at your volunteer site. List the following information: Your Name, Volunteer Setting (Facility), and Supervisor at the top, and a list of the following information for each week: Day of week, date, start and stop times of each volunteer session worked, and phrase-long summary of activities performed. Also list any scheduled sessions which were missed, reason missed including semester breaks, and how you notified your volunteer setting. Notify supervisors ahead of time of semester breaks, etc. Account for each week in the semester until you complete your hours, including Thanksgiving and Fall Break. Do not include dates already reported on a previous log. Do not include clients' names. Sample log entries:

Carol Woods—Ms. LC supervisor:

Wed. 9/22/04 9am-noon orientation, counts for 2 hours

Fri 9/24/04 3-5pm resocialization group, helped serve coffee, planned topic for next week

Fri 10/1/04 sick called LC to reschedule

Fri 10/15/04 Fall Break, supervisor spoken to about schedule in advance

You must turn in logs on the following due dates: **Friday February 6th, Friday March 6th, Wednesday April 8th, Friday April 24th.**

4. Volunteer orientation readings: Please read the Carol Woods Volunteer Handbook and HIPAA Training Handout regardless of your volunteer setting. These handouts will give you good ideas about how to interact with elders as well as how to respect confidentiality. Readings are on Blackboard in a folder under Syllabus and Project Information.
5. Practicum Commentaries: In order to enable you to integrate your practicum experience with other course material, you will submit two commentary essay papers.

- **Confidentiality is essential** when writing or talking about your practicum with others in and out of class. **Practice strict respect for confidentiality.** Under no circumstances use patient or resident names (and no staff names other than your supervisor) or any information which might enable someone to identify that particular person (use made up names or initials, identifying gender is okay).
- Each commentary should be at least 5 double-spaced typed pages long and in no case longer than 6.5 pages.
- For each commentary, before writing it you should brainstorm and reflect upon your practicum experience thus far and some of the issues raised by your experience. Then reflect upon the Whitbourne textbook and the numbered readings and videos and try to relate key issues or concepts from these materials to your practicum experience. Think about how they explain some of your practicum experiences (e.g. symptoms of dementia which you see demonstrated in patients at your setting), or how your practicum illustrates a key fact or issue from a reading or video (e.g. issues of health promotion). For each commentary, you will need to pick a minimum of one section or topic from the textbook plus three of the readings/videos numbered on the syllabus to discuss. One of these readings must include a selection from CDA. You may also want to draw upon class lectures, and other life experiences (e.g., family situations) to complete your discussion. Think about your own reactions and unanswered questions. Show that you comprehend how to apply course concepts/terminology/facts/theories to your experiences.
- Feel free to discuss your ideas with classmates and to compare observations from each others' practicum experiences.
- Then sit down to write. Describe the relevant practicum activities and experiences and choose issues from a textbook section and from three of the numbered readings and/or videos to discuss in relation to practicum. Make it clear (by reference, title, or syllabus number) which 3 readings and which textbook section are your primary focus, although you may draw upon other materials as mentioned above. For the first commentary choose from readings assigned before the midterm exam and for the second commentary use readings from after the midterm exam through the end of the semester. For purposes of this project, numbered readings 3a and 3b are considered parts of the same item and you must choose 2 others to discuss, likewise for 30a and 30b, etc. In-class videos may be used in addition to the required selections.
- Each commentary will be briefly graded as follows: (missing=no credit, fail, check minus, check, check plus, check plus plus for rare outstanding papers) and averaged at the end of the semester for a composite grade (for example, all checks would be a B grade). Unexcused late commentaries will be reduced one grade level (for example, a check plus would go to a check).

Due dates are: Friday March 6th, Wednesday, April 8th.

Project Grade: Your final practicum project grade will be based 50% on commentary grade, including: following directions for which and how many readings to write about, ability to integrate real-life experience and practicum observations with class topics and concepts, ethical adherence to such standards as confidentiality, and timeliness of assignment completion; and 50% on the reliability of your practicum performance as follows: 1) reliability, initiative, and usefulness to the practicum site as judged by your practicum attendance logs and confirmed by your supervisor's practicum evaluation, 2) the timeliness of your performance, including meeting due dates for paperwork (logs and contract and evaluation forms) and reliability of scheduling and timeliness of completing practicum hours, and 3) adherence to facility policies such as dress code, confidentiality, and ethical guidelines. Unsatisfactory performance at the practicum site or failure to complete practicum hours are grounds for failure of the practicum or a reduced grade. Unexcused late completion and turning in of your volunteer contract, logs, or supervisor evaluation will result in a lower grade. Undependability or lateness in scheduling, showing up for, or completing volunteer hours (based on your log and feedback from practicum sites) will be penalized heavily. For example, cramming your hours into the end of the semester, failing to account for each week of the semester even during semester breaks, any week without a volunteer session unless otherwise excused until your hours are completed, or not notifying your supervisor in a timely fashion when you cannot make a session, will be penalized. Sick leave is an acceptable reason to reschedule/cancel a regular weekly volunteer session; canceling in order to write papers or study for an exam will be considered as less reliable, so look at your other semester commitments and plan how to budget your time.

Facilities expect volunteers to wear appropriate attire. Ask your supervisor about any dress codes.

When planning activities for your practicum, see me, the library, and your site supervisors for ideas. **Please see me or your supervisor with any concerns or questions about your practicum experiences!**

Alternative Project. By Special Permission Only. Under extraordinary circumstances you may be permitted to substitute a substantial (20-page minimum) mock research paper for the practicum project. Grading is strict on this paper and it is expected to require effort and time comparable to that of the 20-hour practicum plus practicum essays. Allow yourself lots of library, reading, and writing time over the course of the semester. Please see me for approval of this alternative and for written directions and due dates regarding topic approval, outline and final paper.

Psychology 502 Research Paper Requirements and Guidelines

Write a 20 page typewritten mock research paper (plus or minus 3 pages) describing a proposed empirical study of an issue in adult development. This will be a simulated research project in which you will pose a problem and methods for a study, but you will not actually collect data. You will review the relevant research literature on the topic, describe why the issue is important, and design a study to answer the question, and discuss what findings you would expect if you actually were to carry out the study. The project should be organized around the following sections, following the standard APA format for psychology journal articles:

- a. **Introduction:** Include a literature review and then give an overview of your proposed study and your hypotheses. Include theoretical and empirical background. Use original sources. Specifically address: What is the issue you are considering? Define it. Why is it important? What does the literature show that we already know about the problem, and what do we still need to learn? What is your approach to the problem? Discuss your interpretation of theory and research and what further study is needed. What hypotheses about the issue will you propose to test in your study?
- b. **Method:** How do you intend to find out? Give the nuts and bolts of the proposed study. Describe in detail your subjects, procedures, and measures. Where possible and relevant to your study, use existing measures with some known reliability and validity. How will you collect your data? Make sure the design can address adult developmental issues.
- d. **Results and Discussion:** What might your results be if you really carried out the study? What conclusions would you draw if they came out as you expected, or differently? What are the implications for your original problem issue and hypotheses, and are there any broader implications or needs for further study?

The study should involve one of the developmental designs discussed in class and in your textbook (longitudinal, cross-sectional, or a sequential/combined design). You have broad leeway in choosing the topic of discussion, however, it must focus on the adult life span and take a developmental perspective. You are encouraged to consider a topic that is of interest to you as long as it meets these criteria.

Requirements

1. All topics for research papers **must be proposed for approval by Friday, February 13th.**
2. An outline for your project is due **Wednesday March 18th.**
3. Due date is in class **Wednesday April 15th.** Unexcused late papers will not receive full credit.
4. All due dates must be met for full credit on the paper.

Guidelines

1. **Please make an appointment with me to approve your topic.** Also see me if you need help developing a topic or looking for reference material.
2. You are expected to research the empirical literature related to your topic. It will be important to incorporate several (at least 10) references from the psychological literature in your paper. I am not just interested in your subjective views. Instead, I want you to demonstrate that you can support your conclusions and analyses with objective data (i.e., empirical research studies) and reasoned theory. Using the Psychological Abstracts online (PsychInfo and PsychArticles) to search the research literature, consult up-to-date reputable peer-reviewed research journals and publications.

For our purposes, websites do not count as one of your 10 required references. Possible sources include: The Gerontologist, Developmental Psychology, Human Development, Journal of Gerontology, Psychology and Aging, International Journal of Aging and Human Development and other peer reviewed psychological and gerontological journals, which you may access online or in print. It may be helpful to start with a review chapter which overviews your topic from a textbook from the scholarly aging literature, such as the Handbook of the Psychology of Aging, or Handbook of Adult Development, but you must also consult original research articles.

3. Use APA style to note references, which means referring to publications in your paper by author and year of publication and listing publications under REFERENCES at the end of your paper. Use a recent (4th or later) edition of the Publication Manual of the American Psychological Association for exact format.