

Moravian College
Psychology 371
Adolescence, Adulthood, and Aging
Spring 2007

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Class Time: MW 10:10-11:20

Office Hours: MW 11:20-12:20
T 10:00-11:00

Course Goal

This course will provide a comprehensive account of adolescence, adulthood, and aging. The foci will be theoretical, empirical, and topical, to reflect the emerging multidisciplinary nature of the field. Specific topics include transition from adolescence to adulthood, stage and non-stage theories of male and female adult development, physical aging, work, parenthood, family dynamics, psychological adjustment to getting older, retirement, health and aging, institutionalization, dying, and death.

Specific Course Objectives

1. To stimulate critical thinking about complex theoretical and methodological issues within the subdisciplinary context.
2. To promote the oral expression of critical thinking on issues of theoretical and methodological importance.
3. To engage students in the process of collaborative learning with their peers through discussion both inside and outside of class.
4. To instill an appreciation for and understanding of the methods and content of empirical inquiry in developmental psychology.
5. To impart more advanced skills in scientific writing, with specific emphasis on the canons of scientific writing unique to the subdiscipline.

Required Readings

Albon, M. (1997). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson*. New York: Doubleday.

Cox, H. (2007). *Aging 06/07* (19th ed.) Dubuque, Iowa: Dushkin/McGraw-Hill.

Lemme, B. H. (2006). *Development in adulthood* (4th ed.) Boston, MA: Allyn & Bacon.

Selected handouts.

Class Structure

We will follow a standard structure throughout the semester, alternating lecture days with discussion days. For most weeks, we will spend one day with a lecture (on the text material) and one day with a roundtable discussion (on articles that present timely topics for discussion). On “conference days,” student conference leaders will facilitate discussions about a topic taken from the Annual Editions reader and selected handouts.

Components of the Course

1. Engagement in our Learning Community

Adulthood and Aging is an advanced course in psychology that requires active discussion and contribution from each member of the class. The course will be greatly enhanced if we can benefit from each participant's experiences, thoughts, and opinions. The class discussions will be as interesting as you make them!

In preparation for our Conference sessions, each student, with the exception of the conference leaders, will be responsible for posting 3 questions on the Discussion Board in Blackboard. These questions should be those that you raise in reaction to the conference day readings. All questions should be posted by midnight on the night before our conference sessions. These questions will help the conference leaders to facilitate discussion during the class session. Not only will you assist your colleagues by posting questions for our conferences, they will assist you when it is your turn to lead the Conference. Including the 1 miss for the day you are conference leader, you may miss 2 postings for the discussion topics.

In order to post messages on Blackboard, you will need to register for the course on-line (password: adulthood).

Class participation/engagement is required in every class. Grades for engagement will depend on both the quantity and the quality of your contributions. If you are not in class, you cannot be engaged and your grade will be a zero. At the end of class on Thursdays, you will complete

a self-evaluation of your nonverbal and verbal participation for the current week. Your self-evaluation and your discussion questions will determine your weekly participation grade. If at any time you would like to discuss your participation, please feel free to come and see me.

2. Conference Sessions

As stated above, we will devote some of our class days to a conference-style discussion of readings that serve to bridge the gap between principles and theories and the real world. The goal of these conference sessions is for you to enrich your understanding and appreciation of developmental theory as it relates to applied issues. The assigned articles present “hot topics” in adulthood and aging related to the week’s topic. These readings are intended to stimulate critical thinking and to promote class discussion.

On Conference days, a team of 2 discussion leaders will lead the conference session. As a discussion leader, your job is to work with your partner to organize the conference session around issues such as (1) identification of the question of interest and the importance of that question to the subfield of adult development, (2) critique and evaluation of the methodology and empirical findings, (3) implications of the information presented in the article (both real world and applied implications), and (4) discussion of directions for future research that follow from the readings. **Each team should be prepared to facilitate 60 minutes of discussion—although you may have a 5-minute introduction to the topic, DO NOT GIVE A LONG PRESENTATION.** Reading and research beyond the assigned readings is strongly encouraged. You should feel free to assign additional readings to the class. If you choose to do this, please be prepared to provide the instructor and the class with a copy of the reading at least 1 week before the conference date.

Discussion leaders should plan to create a discussion circle and pose questions to the group for open discussion. The goal is for all members of our learning community to actively discuss topics from the readings. Student discussion leaders should provide the class with an organized and thoughtful handout of topics/questions for discussion. Students will provide an evaluation of the conference leaders each week. Student feedback will be considered when assigning a grade to the weekly leaders.

3. Exams

There will be three in-class exams. Exams will be based on readings and any material covered in class (e.g., lecture materials, discussions, videos). Exams may include multiple choice items, terms, or essays.

4. Service Learning

As students, it is essential that your learning experiences extend beyond the walls of our college classrooms. The Lehigh Valley is home to many organizations whose goal it is to assist individuals with different needs. This semester you will have the opportunity to provide services to these local organizations and, in return, these organizations will provide you with a wealth of information about the adult population in the Lehigh Valley.

Each student will be responsible for completing 20 hours of service at a local organization (approximately 2 hours per week during weeks 3 through 12 of the semester—you may not do all of your time in just a few visits). Based on students' availabilities and interests, they will be placed at one of a number of locations. Some possible placements include homeless shelters, elder care facilities, or facilities for adults with mental or physical impairments. A list of suggested sites is attached.

Once approved, students will arrange their 20 hours of service with their site contacts. Once a schedule is established, students will be required to turn in a copy of their anticipated schedules (no later than 1/24—failure to do so will result in a 10-point deduction on the final journal grade). After each week of visiting the site, each student will write a journal entry of his or her experiences (1 type written page per week, please—no more than 10 pages total!) Journal entries should be maintained as a computer document. **Where appropriate, entries should relate field experiences with concepts discussed in class.** A final journal entry must summarize the experience, recounting what you have learned about yourself, the population observed, and the aging process.

Suggestions for reflective journal:

- Describe the setting, the people, and positive/negative feelings you are having.
- What are some of the activities you have been doing with the person(s) with whom you have been working?
- Describe the reactions of the person(s) with whom you are working towards you, citing specific examples.
- Describe how your presence in the community is having an impact on the person(s) with whom you are working.
- What impact, if any, has your volunteer experience made on your life?
- Have your initial impressions been altered? How so? If not, describe observations that have confirmed your initial impressions.
- **When possible, relate what you experience at the site to specific material that we cover in class.**

A midterm review of evaluations will be completed over spring break. All students must turn in their journals mid-semester, February 28, for review. The due date for final journals is 4/23. Students who fail to turn in their journals, on either the 2/28 or the 4/23 due dates, will receive a 10-point deduction on the final journal and will forfeit feedback. During the last week of classes, students will share their service learning experiences with one another in class. As the semester progresses, we will determine a schedule for who will share on April 23 and April 25.

You are also required to complete a research paper related to your service learning project. Papers will run approximately 6 pages and should research some aspect of the topic that you are dealing with at your field site. For example, if you are working with an Alzheimer patients, then a research paper on Alzheimer's disease would be appropriate. If you are working at a mental health facility, then research on a disorder that a patient there is suffering from would be appropriate. Your paper will have the following sections: Background information (prevalence rates, etc.), research on best practices, and then a review of your site and the people you are working with. All papers must use scholarly articles or books as sources (at least 8 sources, please) and must cite and reference according to APA style.

6. Book Club: Tuesdays with Morrie

This semester, we will read and discuss the book *Tuesdays with Morrie*. You will be expected to read the book and complete a 3-4 page reflection paper on the book. Specific guidelines for writing the paper will be distributed in the second half of the semester.

Grades

Discussion Questions	8%
Participation/Engagement in Course Material	10%
Conference Session Leader	7%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Service Learning (participation & journal)	10%
SL-related research paper	10%
Tuesdays with Morrie	10%

Class Policies

Attendance Policy

As Moravian College's Attendance Policy in the Student Handbook states, "students are expected to attend classes regularly." If you have an unavoidable situation that prevents you from being in class, please advise the instructor before the class meeting. Excused absences will require appropriate documentation (e.g., doctor's note). Otherwise, your attendance will be expected. Excessive unexcused and excused absences will be handled on an individual basis, and may result in a 2-point deduction per absence on the final average. If you are absent, it is your responsibility to get missed material from a classmate.

Academic Integrity

The Policy on Academic Honesty (Student Handbook, 2006-2007) states, "Moravian College expects its students to perform their academic work honestly and fairly." Therefore, students are expected to be honest in all matters pertaining to this class, without exception.

Put simply: **If you are caught cheating, you will receive a failing grade. All situations of academic dishonesty will be reported to the Academic Dean's Office. Taking summaries from sites such as SparkNotes and using them in a paper is considered plagiarizing. If they are not your thoughts and ideas and you present them as such, then it is plagiarism.**

All work submitted for evaluation in this course must be original work. It may not be "borrowed" from another student, a printed source, or online source without proper credit as outlined by the APA Manual (5th ed.) (available in the Reference section of Reeves Library). Please note that no part of your assignments may be shared with other students in this class or with students in future classes, and you may not refer to papers from previous classes. All papers submitted for this class must be original work completed to meet the requirements of this class.

Students may not plagiarize. The Moravian College Student Handbook states, "[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source." Failure to do so is plagiarism, a major form of dishonesty. Specific procedures for attribution for this course are outlined in the APA Publication Manual (5th Ed.) (three copies available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. Students must turn in copies of all sources used for papers and are expected to "keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." A student judged to have violated the policy on academic honesty will receive a grade of zero for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the office of the Academic Dean.

You are responsible for reading the Student Handbook and adhering to all outlined policies.

Late Papers

A 10-point deduction will be applied for **each partial or full day** a paper is late, beginning at the start of class (10:20)—no exceptions...not even “my printer wouldn’t work,” “my computer broke,” or “the computer didn’t save it.” Back up all your files...save to the server...save to disk...SAVE EARLY AND SAVE OFTEN. If there is a printer problem and you are minutes from the start of class, email me the finished document as an attachment (before class) and then get me a hard copy ASAP after class. If I cannot open the attachment, late deductions will apply. This policy applies to all papers for this course.

If you turn in a paper late, you know the policy...do not tell me it is unfair if you get deductions. Plan ahead and get your papers in on time.

Make-up Exams

The standard policy for this course is no make up exams. In the event of extraordinary emergencies (with documentation), a student will take a make up exam that is a different version than what the class takes and it will be taken at the earliest possible time, to be determined by the instructor.

Learning Services Office

The Learning Services Office “provides assistance to students who are experiencing academic difficulties” (Student Handbook, 2003-2004). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street.

SCHEDULE OF TOPICS AND READINGS

DATE	TOPIC	READING
Week 1		
1/15	Introduction to the course	
1/17	Introduction to Adolescence, Adulthood, & Aging	Ch 1, AE 1
Week 2		
1/22	Theories of Psychosocial Development	Ch 2
1/24	<u>Conference Session I: Emerging Adulthood</u> Service learning plan due	Handouts
Week 3		
1/29	The Self	Ch 3
1/31	<u>Conference Session II: Societal Attitudes about Aging</u>	AE 12, 13, 14 Handouts
Week 4		
2/5	EXAM 1 (weeks 1-3)	
2/7	Friendship & Mate Selection	Ch 6
Week 5		
2/12	<u>Conference Session III: Mating & Relationships</u>	Handouts
2/14	Family Ties: Family and Marriage Service Learning Research Project Due	Ch 7
Week 6		
2/19	<u>Conference Session IV: Marriage and Divorce</u>	AE 18, Handouts
2/21	Parenthood	Ch 7
Week 7		
2/26	<u>Conference Session V: Parents of Adult Children</u>	Handouts
2/28	EXAM 2 (weeks 4-7) Mid-semester Service Journals Due	
SPRING BREAK		
Week 8		
3/12	Work	Ch 8 (300-333)
3/14	Retirement	Ch 8 (333-352)
Week 9		
3/19	<u>Conference VI: Retired...but still working?</u>	AE 22, 23, 25
3/21	From happiness to depression	Ch 11 (419-447)
Week 10		

3/26 Conference Session VII: Alzheimer's disease Ch 11 (447-459);
AE 19, 20
3/28 Death and the dying person Ch 12 (460-474)

Week 11

4/2 Conference Session VIII: Understanding End of Life AE 27, 28, 29
4/4 ***Tuesdays with Morrie Discussion and Paper Due***
Video: *Lessons on Living*

Week 12

4/9 NO CLASS
4/11 Grief and bereavement Ch 12 (474-489)
Handouts

Week 13

4/16 Conference Session IX: Looking Back & Planning Ahead AE 9, 10, 11
Handout

4/18 **EXAM 3 (weeks 8-12)**

Week 14

4/23 Service Learning I
Service Learning Journals Due
4/25 Service Learning II