

Moravian College
Psychology 371
Adolescence, Adulthood, and Aging
Spring 2010

Instructor: Dr. Michelle Schmidt
PPHAC Room 230
610-861-1606
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Class Time: TR 10:20-11:30

Office Hours: Mondays 11:30-1:00 and Thursdays 11:30-12:45; other times when my door is open and I'm available; or by appointment

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 10/11* (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!

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 discussion days, you will complete a self-evaluation of your nonverbal and verbal participation for the current week. Your self-evaluation and my observations of the class will together 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 that are 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 3 discussion leaders will lead the conference session. As a discussion leader, your job is to work with your partners 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.** You also need to use newspapers (reputable national newspapers—New York Times, Washington Post, etc) to find 3 articles (1 per person on your team) that relate to your topic, to demonstrate how the topic is portrayed to the media. Copies of those articles should be distributed to the class by the class period before discussion (I can make copies for you, if you give me the articles in advance).

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.

Tips for discussion leaders:

- Thoroughly read the assigned material
- Create a handout for the class that covers the main points related to the readings
- Identify thoughtful questions for the class—they should be substantive; although students can speak about their personal experiences, they should also think objectively and critically about the topic at hand
- All discussion leaders should contribute equally to the discussion (each student will be graded separately)
- Keep the class moving along—pose questions and engage the class in discussion; ask follow-up questions or make comments in response to students' comments; you are not only responsible for providing the discussion topics/questions, you should also engage in the discussion
- Approximately 5-10 minutes before the end of class, summarize for the class the main discussion points that were covered in the class period and have students fill out evaluation forms

3. Learning Checks

There will be two learning checks over the course of the semester. Learning checks will include reflective questions and essays from course material (see make-up policy below.)

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 12 hours of service at a local organization (approximately 1.5 hours per week during weeks 3 through 10 of the semester—you may not do all of your time in just a few visits). Based on students' availabilities and interests, they will choose 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.

Students will turn in a report on their proposed site (background information, history of organization, services provided, etc) during the second week of the semester. Once approved, students will arrange their 12 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 1/28—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 single-spaced, typed page per week, please—no more than 8 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 (9th page) 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.
- **Wherever possible, relate what you experience at the site to specific material that we cover in class.**

A midterm review of journals will be completed over spring break. All students must turn in their journals mid-semester, February 27, for review. Failure to turn in this mid-term journal will result in a 10-point deduction on the final journal grade and a forfeiture of feedback on the journal. The due date for final journals is 4/23. Students who fail to turn in their final journals on time will receive a 10-point deduction on the final journal grade for each day late (see late

policy below). During the last week of classes, students will share their service learning experiences with one another in class.

SERVICE LEARNING OPT-OUT OPTION: If you wish to opt-out of the service learning hours and journal assignment, you may do an APA style literature review paper (topic to be discussed and approved by the instructor). Decisions to choose this option can only be made during the first week of classes, in written format. Research papers will be 10 pages in length and will include 8-10 empirical sources. Specific research paper guidelines will be distributed separately to those students who are interested. During the discussion of service day, these students will share what they learned through their research paper.

5. 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.

Grades

Class Participation	15%
Conference Session Leader	10%
Learning Checks (x2)	20% each (40%)
Proposal & Investigation/Report on Agency/Organization	5%
Service Learning (participation & journal)	15%
(Research paper option)	(15%)
Tuesdays with Morrie (paper & discussion)	15%

I expect that you will spend 5-8 hours per week working outside of the classroom. Each week, you will complete 1.5 hours of service and write a journal entry, and read the assigned materials and prepare discussion questions. Additionally, over the course of the semester, you will have 2 learning checks, a report on your service site, and a book and related paper assignment. Please plan your time accordingly so that you can effectively manage your assignments.

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 absences, meaning more than two, will result in a 3-point deduction per absence on the final average. Remember, on discussion days, you will get a 0 for participation. 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. **Psychology 211 is a prerequisite for this class, and thus, you are expected to know APA style for citations and references.**

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.

Note: You are responsible for reading the Student Handbook as well as this syllabus, and for 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 (10:10)—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 (I do not have the latest version of WORD). This policy applies to all papers for this course.

NOTE: Late written assignments must be emailed as attachments so that there is a time stamp. “Forgetting” to attach the document negates the email. In addition to the email, you must also turn in a printed copy of the assignment in the bin outside my office door. Late deductions will be determined by the email time stamp, and the email MUST contain an accessible document. “It got lost through email” and “It wasn’t in my sent folder for some reason” will not be acceptable excuses. In fairness to all students who turn in assignment on time, no exceptions will be made.

Late papers will not be accepted for *Tuesdays with Morrie*.

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 “Learning Checks”

The standard policy for this course is no make ups. In the event of extraordinary emergencies (with documentation and notification before class time), a student will take a make-up learning check 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		
1/19	Introduction to the course	
1/21	Introduction to Adolescence, Adulthood, & Aging	Ch 1, AE 1
Week 2		
1/26	Theories of Psychosocial Development	Ch 2
1/28	Late Adolescence to Early Adulthood Service learning agreement due (see attached)	handouts
Week 3		
2/2	The Self	Ch 3
2/4	Conference Session I: The Self, cont. (Schmidt)	
Week 4		
	<i>Service Work Begins</i>	
2/9	Friendship & Mate Selection	Ch 6
2/11	Conference Session II: <i>This Thing Called Love</i> <i>On-Again, Off-Again</i> <i>Free as a Bird and Loving It</i>	AE 5 AE 8 AE 13
Week 5		
2/16	Marriage	Ch 7
2/18	Conference Session III: <i>Marriage & Family in Scandinavia</i> <i>Pillow Talk</i> <i>Love But Don't Touch</i>	AE 1 AE 6 AE 29
Week 6		
2/23	Parenthood	Ch 7
2/25	Conference Session IV: <i>Not Always the Happiest Time</i> <i>Adopting a New American Family</i> <i>Children of Lesbian and Gay Parents</i>	AE 11 AE 12 AE 18
Week 7		
3/2	“Learning Check” 1: Friendship, Mate Selection, Marriage, & Parenthood	
3/4	Work (segment from film, <i>The Motherhood Manifesto</i>) Mid-semester Service Journals Due	Ch 8 (300-333)

SPRING BREAK

Week 8

3/16	Conference Session V: <i>The Opt-Out Myth</i> <i>Making Time for Family</i> <i>The Consumer Crunch</i>	AE 31 AE 32 AE 46
3/18	Retirement	Ch 8 (333-352)

Week 9

3/23	Health, Longevity, & Prevention	Ch 10
3/25	Film: <i>The Last Lecture</i>	

Week 10

3/30	From happiness to depression	Ch 11
4/1	Conference Session VI: <i>Love, Loss—and Love</i> <i>Stressors Affecting Families during Military Depl.</i> <i>Children of the Wars</i>	AE 37 AE 38 AE 39

Week 11

Last week of service

4/6	Learning Check 2: Work, Retirement, Physical Health, and Mental Health	
4/8	Death and the dying person	Ch 12 (460-474)

Week 12

4/13	Scholarship Day—You must attend talks during class time! Failure to do so will result in a 3-point deduction on the final grade. Service Learning Journals Due Opt-Out Research Papers Due	
4/15	Grief and bereavement	Ch 12 (474-489)

Week 13

4/20	<i>Tuesdays with Morrie</i> Discussion and Paper Due Segments of Video: <i>Lessons on Living</i>	
4/22	Conference Session VII: <i>Partners Face Cancer Together</i> <i>Navigating Practical Dilemmas in Terminal Care</i> <i>Bereavement After Caregiving</i>	AE 33 AE 35 AE 36

Week 14

4/27	Service Learning Discussion	
4/29	Wrap-Up	

Note: Instructor may use qualitative judgment when assigning final grades.

Suggested Service Learning Sites
(based on student experiences ... but not guaranteed!)

Allentown State Hospital (adult psychiatric ward)

Lehigh Valley Center for Independent Living

Bethlehem Senior Center

Good Shepherd Rehabilitation Hospital

Holy Family Manor

Moravian King's Daughters Home (61 W. Market Street, Bethlehem)

Blough Retirement Home

Community Options, Inc.

Senior Center of Northampton County

Senior Center of Bethlehem (Main Street, Bethlehem)

Bethlehem YMCA Senior Program (Broad Street, Bethlehem)

ARC

New Bethany Ministries

Westminster Village

Healthcheck (Main St, Bethlehem)

Saucon Valley Community Center

Saucon Valley Manor

Moravian Village

Gracedale Nursing Home

YWCA Adult Day Services Center

Atria

****You may also find your own location or contact the Community Services Office for additional suggestions (x1602).**

Service Learning Agreement Adulthood and Aging

I will complete my 12 hours of service at (name and location):

My general responsibilities will include:

My contact person:

Name: _____

Title: _____

Phone: _____

My schedule for completing my hours is as follows:

Student name:

Student signature:

Site coordinator signature (name listed above):

April 2010

The student listed below was assigned 12 hours of service work with your organization, spread out over approximately an 8 week period. The student will get academic credit for this experience.

Student _____

Location _____

Please sign below to indicate that the student successfully completed approximately 12 hours of service work with your organization. Also, if you have any comments about the student, please feel free to list them below. You may return this form with the student or fax it to the attention of Dr. Michelle Schmidt, Department of Psychology, Moravian College, 610-625-7879.

Site coordinator name: _____

Site coordinator signature: _____

Date: _____

Comments:

Thank you for providing our students with such great learning opportunities!

Dr. Michelle Schmidt
Moravian College
Department of Psychology