

Moravian College
Psychology 371
Adolescence, Adulthood, and Aging
Fall 2013

Instructor: Dr. Michelle Schmidt
PPHAC Room 230
610-861-1606
mschmidt@moravian.edu

Class Time: Thursday 8:55-11:30

Office Hours: T 12:45-1:30, W 11:00-12:30; R 11:30-12:30; email to schedule other times!

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 **writing**, with specific emphasis on the canons of scientific writing unique to the subdiscipline.

Required Readings

Albom, M. (1997). *Tuesdays with Morrie*. New York: Random House.

Dushkin Group. (2007). *Family 13/14*. (39th 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. We will meet for a double class period each week. Our time will be split between lecture time and discussion time. Lectures will focus on text material and discussions will focus on topics 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 contributions from all. The course will be greatly enhanced if we can benefit from one others' experiences, thoughts, and opinions. The class will be as engaging as you make it!

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, your grade will be a zero. **On each discussion day, you will turn in a list of 3 questions (typed and formally presented) that you created after reading the articles. These will be turned in at the start of class and will not be accepted late.**

At the end of class on discussion days, you will complete a self-evaluation of your nonverbal and verbal participation. Your self-evaluations, your submitted questions, and my observations will together determine your weekly participation grade. If you do not turn in your questions, the highest discussion grade possible will be a C. I am happy to discuss your level of participation at any time.

2. Conference Sessions

RATIONALE. As stated above, we will devote some of our class time to a conference-style discussion of readings that represent hot topics in the areas of emerging adulthood (late adolescence), adulthood, and aging. The goal is to bridge the gap between principles and theories (textbook) and the real world (Annual Editions readings). The readings are intended to make you think, engage, and discuss!

PREPARATION. During our conference time, a pair of discussion leaders will be our resident “experts” and lead the conference session. Their goal is to work together to organize the discussion around issues such as (1) importance and relevance of the topic, (2) implications of the information presented in the readings (both real world and applied implications), (3) applications of the information in the readings; and (4) discussion of directions for future research that follow from the readings. **Each pair should be prepared to facilitate 60 minutes of discussion, after a brief 10 minute presentation of the topic (Power Point is permitted if you have it set up and ready to go). The end of session should contain a “wrap up” of the discussion.**

In addition to a brief presentation and discussion leading, discussion leaders will each turn in a summary of 3 related empirical articles (turn in articles with a 2-3 page summary of your selected articles and a final paragraph of how they complement/contradict/relate to the assigned readings). The information in the chosen articles should help the leaders be experts on the topic and should be integrated into the discussion hour.

LEAD AND ENGAGE. Discussion leaders should plan to create a discussion circle and pose questions to the group for open discussion as well as engage in that discussion. 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 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 in-class learning checks over the course of the semester. In-class learning checks will focus on sectional material and may contain essays, short answers, case studies, terms (see make-up policy below).

4. Service Learning

As students, it is essential that your learning experiences extend beyond the walls of our classroom. 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 10.5 hours of service at a local organization (1.5 hours per week during weeks 5 through 11 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 local 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.

Failure to turn in your proposed site information and start on time will result in deductions on your final grade for the service requirement.

Students will turn in a report on their proposed site (statement of purpose of the organization, activities that will be done during service time, time of service hours each week) during the third week of the semester. Once approved, students will arrange their 10.5 hours of service with their site contacts. After each week of visiting the site, each student will write a reflection paper on his or her experiences (1 single-spaced, typed page per week). **Reflections should relate service experiences with concepts discussed in class and in the readings.** A final reflection paper (8th

page) must summarize the experience, recounting what you learned about yourself, the population observed, and the aging process.

Suggestions for reflective papers:

- 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.
- Describe what you see and why you think it is that way!
- **Wherever possible, relate what you experience at the site to specific material that we cover in class.**

Papers are due on each Thursday, reporting on the week before. Papers are due at the beginning of class (8:55am).

SERVICE LEARNING OPT-OUT: If you wish to opt-out of the service learning hours and the associated reflection papers, you may do an APA style literature review (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 12 pages in length and will include 10 empirical sources. 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. Practical research

Each student will be responsible for turning in two “practical research” assignments. Each assignment will involve finding a newspaper article that is relevant to our class (specifically, on topics of adulthood and aging). You may not use blogs or opinion pieces; they must be full and comprehensive articles. Students must also find two corresponding empirical articles that support what the newspaper talks about (they may be those mentioned in the newspaper article, if they are scholarly and empirical). The student will then write an impact paper—approximately 2 pages—describing the issue and the significance of the topic/issue to our culture (referring to the news article and 2 empirical papers (w/ APA citations and Reference page).

Due dates will be staggered and assigned at the beginning of the semester. You must turn in the newspaper article, the journal articles, and your 2 page paper all stapled together.

Note: Appropriate newspapers include: *New York Times*, *Washington Post*, *USA Today*, *Los Angeles Times*, *Wall Street Journal*, *Chicago Tribune*, *New York Daily News*, *Philadelphia Inquirer* (these represent the top 8 newspapers in the country, based on circulation). Articles from other newspapers will result in a 0 for the assignment—no excuses or exceptions. Articles must be recent, having been published since January 1, 2013.

6. Tuesdays with Morrie

You will read the book, *Tuesdays with Morrie*, and write a reaction paper to the book. We will then watch a video of Morrie's end of life journey.

6. Miscellaneous...

The instructor may assign in-class work or homework at any time. These assignments will be graded. Additionally, quizzes may be given at any time, particularly if it appears students are not doing the readings. If insufficient additional assignments are available, the 5% grade will be based on overall attendance, participation, and engagement (e.g., Do you come to class regularly? Are you engaged? Do you complain?? Are you polite/respectful to your classmates and the instructor? Are you on time to class?)

Grades

Class Participation	10%
Conference Session Leader	
leading & handout	5%
summary of articles	5%
Learning Checks (x2)	40%
Service Learning (participation & quality/timeliness of reflections)	15%
<i>Research paper option</i>	<i>15%</i>
Practical research:	
Newspaper articles and impact statements (x2)	15%
<i>Tuesdays with Morrie</i> paper and discussion	5%
Misc. assignments, homework, quizzes	5%

Note: The instructor reserves the right to apply qualitative judgment when assigning final grades (e.g., based on classroom behavior, tardiness, failure to be respectful of others' idea).

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 me before the class meeting. Excused absences will require appropriate documentation (e.g., doctor's note) provided at the class following the absence (notes will not be accepted after that time). Excessive absences (> 2) 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) 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.

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. **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** (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. **Psychology 211 is a prerequisite for this class, thus, you are expected to know APA style for citations and references.**

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."

Note: You are responsible for reading the Student Handbook as well as this syllabus, and for adhering to all outlined policies.

Late Assignments

A 10-point deduction will be applied for **each partial or full day** a paper is late (up to four days), beginning at the start of class (8:55)—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.

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 assignments on time, no exceptions will be made.

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 work in on time.

Learning Services Office

The Learning Services Office “provides assistance to students who are experiencing academic difficulties” (Student Handbook). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street. If you do not document something that is interfering with your schoolwork, when it is happening, I cannot make exceptions after the fact.

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Learning Services as soon as possible to enhance the likelihood that accommodations can be made.

Workload

Students in this class should expect to work, on average, 8 hours per week.

Service Requirement

When you go out into the community, you are representing yourself, the Department, the instructor, and the College. Please take this seriously and dress appropriately, behave in a mature and professional way, and be prompt and ready to go at your appointed time.

SCHEDULE OF TOPICS AND READINGS

DATE	TOPIC	READING
Week 1		
8/29	Introduction to the course Introduction to Adolescence, Adulthood, & Aging	Ch 1, handout
Week 2		
9/5	Theories of Psychosocial Development Conference 1: Aging in Perspective (SCHMIDT) Bring to class your score on the “Longevity Quiz”	Ch 2 handouts
Week 3		
9/12	The Self Service learning agreement due (see attached)	Ch 3
Week 4		
9/19	Adolescence into Adulthood Conference 2: Emerging Adulthood Practical Research Due: Group 1, Paper 1	handouts handouts
Week 5		
Service Work Begins		
9/26	Friendship & Mate Selection <i>Handout: Perfect 10? Never Mind That. Ask Her for Her Credit Score</i> Conference Session 3: Love and Sex	Ch 6 AE 4, 5, 6
Week 6		
10/3	Marriage <i>Handout: New Love: A Short Shelf Life (NYT, 12/1/12)</i> Conference Session 4: Life Partners Practical Research Due: Group 2, Paper 1	Ch 7 AE 13, 15, 16
Week 7		
10/10	Parenthood + Video: <i>Maybe Baby</i> <i>Maybe Baby</i> Discussion <i>Handout: How People Change (NYT, 11/26/12)</i> Conference Session 5: Parents and Children	Ch 7 AE 17, 18, 19

Week 8

10/17	LEARNING CHECK 1 Work (segment from film, <i>The Great Balancing Act</i>) Conference Session 6: Work and Economic Concerns	Ch 8 (300-333) AE: 34, 35, 36
-------	--	----------------------------------

Week 9

10/24	Retirement Conference session 7: Looking Back on the Life of the Family	Ch 8 (333-352) AE 1, 2, 3
-------	--	------------------------------

Week 10

10/31	Mental Health <i>Handout: The Secrets of Resilient People</i> Conference 8: Substance Abuse and Mental Health Practical Research Due: Group 1, Paper 2	Ch 11 AE 29, 30, 31
-------	--	----------------------------

Week 11 Last week of service

11/7	Death and the dying person Conference Session 9: Family caregiving	Ch 12 (460-474) AE 40, 41
------	---	------------------------------

Week 12 Last service learning paper submission WITH FINAL ENTRY

11/14	Grief and bereavement Conference Session 10: Grieving Practical Research Due: Group 2, Paper 2	Ch 12 (474-489) handouts
-------	---	-----------------------------

Week 13

11/21	<i>Video: Lessons on Living</i> Tuesdays with Morrie paper due Discussion of living and dying	
-------	--	--

Week 14

11/28	THANKSGIVING BREAK	
-------	--------------------	--

Week 15

12/5	LEARNING CHECK 2 Service Learning Discussion	
------	--	--

Note: Instructor may use qualitative judgment when assigning final grades—Do you come to class on time? Do you contribute to a learning environment? Are you engaged? Are you respectful of the instructor and other students in the class?

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

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: **Contact Kayla Poole, student coordinator at Moravian College for 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 10.5 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):

November 2013

The student listed below was assigned 10.5 hours of service work with your organization, spread out over approximately a 7 week period. The student will get academic credit for this experience.

Student _____

Location _____

Please sign below to indicate that the student successfully completed approximately 10.5 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, fax it** to the attention of Dr. Michelle Schmidt, Department of Psychology, Moravian College, 610-625-7879, or **mail it** to Dr. Michelle Schmidt, Department of Psychology, Moravian College, 1200 Main Street, Bethlehem, PA 18018.

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