

**Moravian College
Psychology 371
Adolescence, Adulthood, and Aging
Spring, 2015**

Instructor:	Dr. Thomas C. Helm	Office Phone #:	(610) 737-2553
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Office Hours: Tue & Thur 7:00 – 7:30 A.M. Adjunct Office (PPHAC) by appointment
Mon-Fri – 8:00 A.M. – 6:00 P.M. by appointment
CLASS MEETINGS: Tue & Thur 7:30 - 8:40 A.M. (PPHAC Room TBA)

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 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 advance skills in writing, with specific emphasis on the canons of scientific writing unique to the subdiscipline.

Required Readings/Text:

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

Selected handouts, additional reading requirements, projects will be assigned/identified in class.

Class Structure:

We will follow a standard structure throughout the semester. Our time will be split between lecture and discussion time as directed in class. Lectures will focus on text materials and discussions will focus on topics taken from the Annual Editions reader as appropriate.

Classroom Management Policy:

Cell phones and electronic equipment are not permitted during class without express permission. Turn them off completely or do not bring them into the classroom. If you must leave the classroom secure approval.

Attendance and Class Participation:

As Moravian College's Attendance Policy in the Student Handbook states, "students are expected to attend class regularly." If you have an unavoidable situation or emergency that prevents you from being in class, advise me before the class meeting. My contact information is at the beginning of this document. Excused absences will require appropriate documentation (e.g., doctor's note) provided at the class following the absence. Excessive missing class will result in loss of participation points. If you have to miss class, it is your responsibility to get missed material from a "classmate".

The attendance policy is simple. You need to make every class on time and prepared unless the college has canceled classes. Govern your personal schedules accordingly. Missing class and being late is disrespectful to Moravian, your classmates, and to yourself. The lectures are intended to supplement the readings and presuppose your familiarity with assigned subject readings.

Your productive and positive participation in the classroom is encouraged. Successful dialogue and participation in class requires diligent preparation by keeping current with assignments. Demonstrating an open mindedness to new viewpoints and a willingness to explore and explain your own thinking in a positive and appropriate manner is part of your total grade.

Academic Policy:

The Policy on Academic Honesty (Student Handbook) states, "Moravian College expects its students to perform their academic work honestly and fairly." Therefore, your academic honesty is a value expected at Moravian and the academic community expects you to conduct yourselves and your work ethically and honestly.

Plagiarism and cheating will simply not be tolerated. Taking summaries from sites such as SparkNotes and using them in a paper is considered plagiarizing. The policy is that the student must keep all note cards and rough drafts of a paper or presentation. The instructor may request these materials, along with the sources at any time. If you need help I will assist and help you with the material. 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.

Students are solely responsible for their work and for making sure that their work represents their own efforts to meet the academic requirements of this course. If you need help, ask for help. I will do my best to provide you with assistance. Hard honest work is rewarded, whereas cheating, plagiarism, and sloppy work is not rewarded.

Summary of Final Grade and Evaluation Determination:

Grading scale determined by point accumulation:

There is a possible total of 550 points distributed accordingly: 3 Exams (100 points each), 1 Critical Thinking Journal (100 points), 1 Presentation Paper (100 points), and class participation (50 points)

484-550 = A 429 – 483 = B 374 – 428 = C 330 – 373 = D 329 & below = F

Critical Thinking Journal:

This journal requires a one-page typed entry for each class session and will be turned in at the end of the semester. Your grade for this project is directly indicative of the amount of effort you put into your reflections the class subject material and your position and perception from a critical thinking perspective. This journal must be turned in typed (handwritten journals will not be accepted). Remember that your reflection and critical position must be defined for comprehension.

The Presentation:

You will be divided into teams for this project. It must be a minimum of 12 pages and prepared for presentation with each team member taking an equal part in the process. You must be prepared to defend your paper. This presentation will give you the opportunity to engage with/in local organizations who provide services and assist individuals with a variety of different needs. Your team will select a local organization (a list of suggested sites are provided with this syllabi). Your site choice must be approved before you proceed. You must select a site no later than the third week of class.

Suggestions for your presentation: Describe the setting, people, and positive/negative feelings you are having. What are some of the activities you have been doing with the organization and people you are working. Describe the reactions of the people with whom you are working towards you, citing specific examples. Describe your impact on the people you are working with and the organization. Describe your volunteer experience and the impact it has had on your life. Have your initial impressions been altered, and describe observations that have confirmed your initial impressions. Describe what you've seen and why you think it is that way. Wherever possible, relate your experience at the site to specific material covered in class.

Suggested Learning Sites: 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; Bethlehem YMCA Senior Program (Broad Street, Bethlehem); ARC; New Bethany Ministries; Westminster Village; Healthcheck (Main Street Bethlehem); Saucon Valley Community Center; Saucon Valley Manor; Moravian Village (Contact student coordinator); Gracedale Nursing Home; YWCA Adult Day Services Center; and Atria. You may also find your own location or contact the Community Services Office for additional suggestions (ext 1602).

Accommodations:

Should you require special accommodations for a disability, you must obtain this documentation for special accommodations through the Academic & Disability Support Office. Contact Ms. Elaine Roth, Assistant Director of Academic & Disability Support (ext. 1401). Accommodations cannot be provided without authorization from the appropriate disability support provider on campus.

The syllabus is a plan for the semester and is subject to change. Any changes will be communicated in class.

Course Schedule

- 1/19/15 Introduction, organization, Syllabus review
Ice-Breaker
Ch i: The Study of Development of Adulthood (Demography, Life-Span Developmental Perspective, and Research Concepts)
- 1/21/15 Ch i: The Study of Development of Adulthood (Demography, Life-Span Developmental Perspective, and Research)
Case Presentation/Special Project Requirements
- 1/26/15 Ch i: The Study of Development of Adulthood (Demography, Life-Span Developmental Perspective, and Research)
Case Presentation/Special Project Requirements
- 1/28/15 Ch 2: Theories of Psychosocial Development
Bronfenbrenner's Ecological Systems Theory
Ages and Stages: The Psychoanalytic Tradition
Trait Models
- 2/2/15 Ch 2: Theories of Psychosocial Development
Bronfenbrenner's Ecological Systems Theory
Ages and Stages: The Psychoanalytic Tradition
Trait Models
- 2/4/15 Ch 3: The Self: Development and Issues of Culture, Gender, Ethnicity, and Age 75
Defining the Self, The Self Concept, Self-Esteem, Self Efficacy, Self in Cross-Cultural Perspective, Women & Men Identity, Race & Ethnicity Development, and the Effect of Age on the self
- 2/9/15 Ch 3: The Self: Development and Issues of Culture, Gender, Ethnicity, and Age 75
Defining the Self, The Self Concept, Self-Esteem, Self Efficacy, Self in Cross-Cultural Perspective, Women & Men Identity, Race & Ethnicity Development, and the Effect of Age on the self
- 2/11/15 Ch 4: Cognitive Processes in Adulthood, Part1 Dimensions and Directions: Life Span View of Cognitive Development, Evidence of Cognitive Decline, Evidence of Cognitive Growth
- 2/16/15 Ch 4: Cognitive Processes in Adulthood, Part1 Dimensions and Directions: Life Span View of Cognitive Development, Evidence of Cognitive Decline, Evidence of Cognitive Growth
Review
- 2/18/15 Exam #1 Chapters 1-4
Lecture Material

- 2/23/15 Ch 5: Cognitive Processes in Adulthood, Part II: Influences and Explanations
Research and Measurement Issues, Information Processing, and Psychological Explanations
- 2/25/15 Ch 5: Cognitive Processes in Adulthood, Part II: Influences and Explanations
Research and Measurement Issues, Information Processing, and Psychological Explanations
- 3/2/15 Ch 6: Social Development, Friendship, and Mate Selection
Overview of Social Relationships, Impact of Early Experience on Adult Relationships, Friendship, Leaving Home, Mate Selection, and Sexuality
- 3/4/15 Ch 6: Social Development, Friendship, and Mate Selection
Overview of Social Relationships, Impact of Early Experience on Adult Relationships, Friendship, Leaving Home, Mate Selection, and Sexuality

SPRING RECESS BEGINS MARCH 7 (NOON) AND ENDS MARCH 16 (7:30 a.m.)

- 3/9/15 No Class (Spring Recess)
- 3/11/15 No Class (Spring Recess)
- 3/16/15 Ch 7: Family Ties, Transitions, and Challenges
Family Development, Marriage/Establishing a Family, Parenthood, Intergenerational, Adult Siblings, Family Caregiving, and Family Violence
- 3/18/15 Ch 7: Family Ties, Transitions, and Challenges
Family Development, Marriage/Establishing a Family, Parenthood, Intergenerational, Adult Siblings, Family Caregiving, and Family Violence
Review
- 3/23/15 Ch 8: Work and Retirement
Nature of Work, Career Development, Gender and Work, Retirement and Leisure Review
- 3/25/15 Exam #2 Chapters 5-8,
Lecture Material
- 3/30/15 Ch 9: Physical Development and Aging
What is Aging, Physical Development in Adulthood, Theories of Biological Aging
- 4/1/15 Ch 9: Physical Development and Aging
What is Aging, Physical Development in Adulthood, Theories of Biological Aging

4/3/15 4/5/15	(Friday through Sunday) Easter
4/6/15	Ch 10: Health, Longevity, and Prevention Health, Disease, and Disability, Prevention of Illness and Promotion of Health
4/8/15	No Class (Easter Recess: Passover April 5-9)
4/13/15	Ch 10: Health, Longevity, and Prevention Health, Disease, and Disability, Prevention of Illness and Promotion of Health
4/15/15	Ch 11: Coping, Adaptation, and Mental Health Happiness, Stress, Coping, and Locus of Control, Overview of Mental Health Status of Adults, Two Mental Health Disorders: Major Depression and Alzheimer's Disease
4/20/15	Ch 11: Coping, Adaptation, and Mental Health Happiness, Stress, Coping, and Locus of Control, Overview of Mental Health Status of Adults, Two Mental Health Disorders: Major Depression and Alzheimer's Disease
4/22/15	Ch 12: Death, Dying and Bereavement Changed Nature of Death, Attitudes toward Death, The Dying Person, Grief and Bereavement
4/27/15	Ch 12: Death, Dying and Bereavement Changed Nature of Death, Attitudes toward Death, The Dying Person, Grief and Bereavement Student Case Presentations Review
4/29/15	Student Case Presentations and Turn-in Critical Journal Turn-in Review *** All Presentations and Critical Journals (Typed) MUST be turned in this date. They will not be accepted after this date
5/3/15 - 5/8/15	Final Exam Period (Date of Final TBA)