

PSY (CGS 4386) - Adult Development and Aging – Fall 2016

(3 semester credit hours)

CR 1.212 Monday and Wednesday 10:30-11:15 AM

Instructor Contact Information Dr. Linda Drew linda.drew@utdallas.edu Office Hours: Wednesday 130-230 pm (& by appointment) Office location: JO 4.314	Prerequisite: PSY 2301. (Same as PSY 4386 and SPAU 4386)
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Course Description:

This course is designed to provide the student with an overview of the theories, methods, and research identified from the biopsychosocial & cultural perspective of adult development and aging. Basic knowledge will be ascertained from the text and lectures.

Student Learning Objectives:

After completing the course, students should be able to:

- 1.1. Identify and describe each component of the biopsychosocial perspective (psychology, biology, and social perspective) of the aging process.
 - 1.2. Demonstrate an understanding of the theoretical models and methods of the lifespan approach to aging.
 - 1.3. Evaluate the value of the life course theory and life course interview.
 - 2.1 Demonstrate an attitude of critical thinking that includes tolerance for ambiguity and intellectual engagement in processing literature related to the course.
 - 2.2 Determine the extent to which research findings support specific hypothesis.
 - 3.1 Apply Psychological concepts, theories and research findings to everyday life.
 - 3.2 Describe how various perspectives can enlighten social issues, and inform public policy.
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Required Textbook:

Adult Development and Aging: Biopsychosocial Perspectives, Fifth Edition by Whitbourne
Publisher: WILEY 5th Edition 2011 ISBN-13: 978-1118425190; ISBN-10: 1118425197

Journal articles: see syllabus; available on E-learning. BRING articles to class for discussion!

Quizzes: Quiz on E-learning 24 hours prior to a class period (**open** journal article).

Grade: Each question = 1-4 pt; total score for all quizzes = 1/6 of total course grade.

Assignments:

Exams: Three (3) exams based on the book, assigned journal articles (see syllabus) and the lectures. Multiple-choice/matching (2pts) and short-answer format (3pts). The three exams will be *non-cumulative, except for theory*. **Grade:** 100 pts each.

Senior housing visit & paper: Each of you will sign up for a time to visit Highland Springs and tour the facility with a senior resident. This is a multifaceted older adult living facility. More information on these tours in class. **Location:** Highland Spring 8000 Frankford Road, Dallas, TX 75252.

Senior housing Paper: A 3-page paper in APA format, double spaced, reference sheet and cover page. The paper will be about the benefits or disadvantages older adults might find from the various types of housing available at Highland Spring. Essential to include theory related to health and or quality of life. Your experience of visiting Highland Springs is meant to stimulate topic ideas and provide an applied setting for material we are learning about in class, minimum of 5 references and cite in APA format (3-pages). **Grade:** 20pts (0 if you do not attend) for visiting Highland Springs + Paper 80pts = **Total 100 pts**. Make sure you are visit Highland Springs on one of the available dates; no leaving early – it is irreplaceable! You will need to sign up in advance and are responsible for your own transportation and being their early to meet your guide. There are no makeups for this visit, once you sign up for a time slot you are committed.

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Life Course Interview & Paper: Interview an older adult >69-years-old (no age exceptions) and write a 5-8-page paper discussing the results of the interview. For full points identify social, culture, biological & psychological events during life course with relevant theory. Specific instructions are available on E-learning along with many possible questions to include in your interview. **Grade:** 100 points.

Attendance: Attendance in class is strongly encouraged. Material from both the lectures and reading material will appear on the exams. Moreover, the lectures will often indicate which material in the text is particularly important and occasionally there will be opportunities during class for extra credit.

Classroom policy:

- ***PLEASE Turn off all mobile phones during class time.***
 - ***No recordings are permitted in class.***
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Grading Policy:

Grading is based on a set of *a priori* criteria: 90% correct and above for the A range, 80% and above for the B range, 70% and above for the C range, and 60% and above for the D range. *In the event that the tests prove unusually difficult, I will relax these criteria somewhat.* Final grades will be based on the total number of points obtained on each exam, plus extra credit points. Pluses and minuses will be assigned for final grade only based on average scores across all graded material.

Course & Instructor Policies:

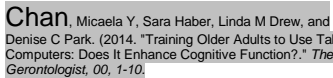
DON'T MISS AN EXAM or project deadline! Make-up exams or paper extensions will be given only if (a) you were seriously ill and have documentation from a physician, or (b) you have a police report (e.g., auto accident) indicating you were detained the day and time of the exam, or (c) you made arrangements prior to the exam to attend an important event (e.g., a funeral). In any of these cases, you must notify the professor in advance of the scheduled time for the exam/paper due date (call or leave an e-mail message in you can do nothing else). Otherwise, you will receive an F on the exam/paper. It is the student's responsibility to make sure that an exam/paper is made up within one week of the scheduled time. It is to your advantage to take the regular exam: Make-up exams may be more difficult to compensate for the advantage of greater study time. There is **no make up** for visit to Senior Home.

Faulty Exam Questions: Occasionally, exam questions can be unclear and faulty. If you encounter such a question, let me know immediately after the exam period. I will consider your arguments before grading the exams, and if necessary throw out the questions for everyone.

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Week	Date	TOPIC	READING/Assignments Due
1	8/22	Introduction to course and overview	Syllabus
	8/24	Biosychosocial Perspective of aging. What is Ageism?	Chapter 1, Ch. 2 (pgs. 27-29)
2	8/29	Life Course Theory Discuss life course interview <i>Discussion</i> Quiz on McNulty, Dyslexia and the Lifecourse, 2003 E-learning 24 hours prior to start of class: quiz will be on pages 363-368. Focus on Methodology	Read and Quiz on McNulty, 2003; Quiz on E-learning 24 hours prior to start of class: read pages 363-368 and skim the rest of the paper for formatting and style.
	8/31	Models/Theories of Lifespan Development	Chapter 2
3	9/5	No Class: Labor Day	None
	9/7	What are the Biological theories of Aging?	Lecture notes
4	9/12	<i>Physical changes, what's under the skin?</i>	Chapter 4 (pgs. 64-71)
	9/14	<i>The aging nervous system and exercise</i>	Chapter 4 (pgs. 77-85)
5	9/19	EXAM 1 Review	McNulty Article on exam
	9/21	EXAM 1 – Bring Scantron & ID	Chapter 1, 2, 4 (pgs. 64-85)
6	9/26	<i>Sensation and perception</i>	Chapter 4 (pgs. 86-90)
	9/28	<i>Cardiovascular, Cancer, and Diabetes</i>	Chapter 5 (pgs. 93-104)
7	10/3	Cognitive Changes: <i>Neurocognitive/Alzheimer's Disease (AD)</i>	Chapter 5 (pgs. 105-112) Life Course Interview Due
	10/5	<i>Attention & Processing speed.</i> What are the advances in technology and the relationship to aging? Driving a car and aging – is there a problem? Quiz on E-learning 48 hours prior to start of class: Chan et al, 2014.	Quiz on E-learning on Chan. et al., 2014  Chan, Micaela Y, Sara Haber, Linda M Drew, and Denise C Park. (2014). "Training Older Adults to Use Tablet Computers: Does It Enhance Cognitive Function?." <i>The Gerontologist</i> , 00, 1-10. Chapter 6 (pgs. 118-120) In class: Those Hand Gestures Didn't Mean 'Hello' Newsweek , 7/14/2003, Vol. 142 Issue 2, p21. 1p.
8	10/10	<i>Cognitive Changes: Memory</i>	Chapter 6 (pgs. 125-132)
	10/12	Executive function and problem solving	Chapters 7 (pgs. 135-146)
9	10/17	Stress & Coping	Lecture notes
	10/19	Housing and Living Arrangements of the Elderly Discuss Senior Living Paper	Chapter 12
10	10/24	EXAM 2 Review	Chan et al. article on exam
	10/26	EXAM 2	Chapters 4 (86-90), 5 (93-112), 6 (118-132), & 7 (135-146)
11	11/31	Class period to work on <i>Senior Living paper</i>	
	11/2	<i>Retirement</i>	Chapter 10
12	11/7	<i>Mental Health and Anxiety</i>	Chapter 11 (pgs. 223-231)
	11/9	<i>Aging in the new Millennium: Overview of elder abuse: Abuse categories, Reporting, & Protective Service</i>	Chapter 11 (pg. 232) Lecture

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13	11/14	Aging Family Relationships & Social Support	Chapter 9 <i>Senior Living Paper due</i>
	11/16	Grandparent role	Lecture & Chapter 9 (pg. 209)
14	11/21	NO Class FALL BREAK	
	11/23	NO Class FALL BREAK	
15	11/28	Work & Retirement	Chapter 10
	11/30	Bereavement, Death and Dying: Cultural perspective	Chapter 13
16	12/5	Successful Aging: Creativity and Sexuality Quiz on <i>E-learning</i> 48 hours prior to start of class: Menard et al., 2015	Chapter 14; Quiz on Menard <small>Menard, A. D., Kleinplatz, P. J., Rosen, L., Lawless, S., Paradis, N., Campbell, M., & Huber, J. D. (2015). Individual and relational contributors to optimal sexual experiences in older men and women. <i>Sexual & Relationship Therapy</i>, 30(1), 78-93.</small>
	12/7	Review for Final Exam	Menard article on exam
17	TBD	Final Exam!!! TBD based on University Final Exam Schedule	Chapters 9, 10, 11 (pgs. 223-233), 13, 14

Descriptions and Timeline are subject to change at the discretion of the professor.

See University website for academic policies.