

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2001

PSYC 245.01: Adult Development and Aging

Kimberly A. Wallace

University of Montana, Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Wallace, Kimberly A., "PSYC 245.01: Adult Development and Aging" (2001). *University of Montana Course Syllabi*. 6248.

<https://scholarworks.umt.edu/syllabi/6248>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Adult Development and Aging Psychology 245 – Fall 2001

Dr. Wallace
Office: SB 367
Ph: 243-5191
Email: wallace@selway.umt.edu

Class Meetings:
TR 12:40 - 2
CP 109

Office Hours:

Tuesday: 2 – 3:30; Wednesday: 10:30 – 12; & by appointment

Course Objective:

The primary purpose of this course is to provide students with an overview of issues relevant to adult development and aging. Students are expected to think critically about the issues and to actively participate in class discussions. Topics to be covered include biological, psychological, and social aspects of aging. The format of the course will rely on both lecture and discussion.

Required Text:

Cavanaugh, J. C. & Blanchard-Fields, F. (2002). Adult development and aging (4th ed.). CA: Wadsworth/Thomson Learning.

Reserve Readings:

Note: The readings listed below are on electronic reserve through the Mansfield Library. These articles can be accessed on-line at: <http://eres.lib.umt.edu/>

POEMS:

"On Aging"
"Empathy"
"Warning"

DEMENTIA:

Foley, J.M. (1992). The experience of being demented. In R.H. Binstock, S.G. Post, & P.J. Whitehouse (Eds.), Dementia and aging: Ethics, values, and policy choices (pp. 30-43). Baltimore, MD: Johns Hopkins University Press.

ETHICS (Interview Project Background Information):

American Psychological Association (1992). Ethical principles of psychologists and code of conduct. American Psychologist, 47, 1597-1611.

*Blanck, P. D., Bellack, A. S., Rosnow, R. L., Rotheram-Borus, M. J., & Schooler, N. R. (1992). Scientific rewards and conflicts of ethical choices in human subjects research. American Psychologist, 47, 959-965.

*Rosnow, R. L., Rotheram-Borus, M. J., Ceci, S. J., Blanck, P. D., & Koocher, G. P. (1993). The institutional review board as a mirror of scientific and ethical standards. American Psychologist, 48, 821-826.

* Optional readings

Course Requirements:

- Selected readings:* A listing of dates and reading assignments is attached. Selected readings include articles and poems (these can be found on electronic reserve), as well as chapters from the textbook. Students are expected to have read the material by class on the day specified. Timely completion of reading assignments will help facilitate class discussion. In addition, exams will be based on the material presented both in the readings and in class.
- Class participation:* Students are expected to attend all classes and to participate actively in class discussions. Please note that keeping up to-date with the readings will be an important part of your preparation for class.
- Exams:* There will be three exams during the course of the semester, plus an optional, cumulative final. You are **required** to take all three exams scheduled during the semester, however, if you opt to take the final, you will be allowed to drop your lowest exam grade. Note that exams from previous semesters cannot be used as study material. You will, however, be provided with sample questions before each exam.
- Exams will be primarily multiple choice, true-false, with some short answer questions. Again, note that exams will be based on the material in the book AND material presented in class. ***Make-up exams will NOT be given except in documentable emergency situations.***
- Writing Assignment:* This class will also have a writing component. For this requirement, you will interview an older adult of your choice. A listing of possible interview topics will be provided. You will choose your topic, design the interview, and write a brief report and reaction to the interview. More details concerning this assignment will be provided at a later date.

Grading:

	<u>#points</u>
Exams (3 @ 100)	300
Writing Assignment	100

Letter grades will be assigned based on the following breakdown:

<u>POINTS</u>	<u>GRADE</u>
358 – 400	A (90-100%)
318 – 357	B (80-89%)
278 – 317	C (70-79%)
238 – 277	D (60-69%)
0 – 237	F (0-59%)

Notes:

1. Cheating will **NOT** be tolerated and may result in a final course grade of an 'F.'
2. October 15 is the last day to drop classes. After that date, no petitions to drop the course will be signed and no Incompletes will be given except in a documentable emergency situation.
3. Students with disabilities are responsible for declaring their disability to the instructor at the beginning of the semester if they require accommodations. Such students are also responsible for arranging for any necessary accommodations with Disability Services for Students. The instructor will work collaboratively with the student and DSS to provide these accommodations.
4. Departmental and University policies regarding Incompletes do not allow changing "Incomplete" grades after one year has passed since an "I" has been granted.
5. The website for the Department of Psychology (<http://www.cas.umd.edu/psych/>) has important information pertaining to psychology major and minor requirements, admission requirements, Psyc 100, supervised research, etc. If you are a psychology major, or are thinking about becoming one, this is important information for you to review. In addition, the website provides links to sites with information on graduate school admissions, graduate programs, and careers in psychology. If you are at all interested in pursuing graduate study in psychology, use these links as a starting place for your research on existing programs.

Class Schedule

Tuesday	Thursday
September 4 Course Overview / Introduction: Demographics Meaning of Age	6 Life-Span Perspective Models of Development Chap. 1, pp. 1-13
11 Research Methods Chap. 1, pp. 14-24	13 Biological Theories of Aging Chap. 2, pp. 31-34
18 Age-Related Physical Changes Poem "On Aging" Chap. 2, pp. 34-40; pp. 48-62	20 Sensation & Perception Chap. 2, pp. 40-48
25 Health / Disease Chap. 3	27 Stress & Coping Chap. 3
October 2 Mental Health Chap. 4, pp. 107-123, pp. 136-140	4 EXAM
9 Dementia Foley (92); Chap. 4, pp. 123-136	11 Dementia
16 Interview Project: Ethics APA (1992); <i>Optional:</i> Blanck et al; Rosnow et al.	18 Person x Environment Poem "Empathy"; Chap. 5
23 Person x Environment: Successful aging	25 Attention & Processing Chap. 6
30 Memory Chap. 7	November 1 Intelligence & Wisdom Chap. 8
6 EXAM	8 Social cognition Poem "Warning"; Chap. 9

Tuesday	Thursday
13 Personality Chap. 10	15 Relationships Chap. 11
20 Relationships Chap. 11	22 Thanksgiving Vacation
27 Work & Retirement Chap. 12 Interview Project: Writing Assignment DUE	29 Death & Bereavement Chap. 13
December 4 Assisted Suicide/Euthanasia	6 EXAM
11 Class Wrap up	13 Final Review
17 – 21 Final Exam Week Final Exam: Tuesday, December 18 th from 3:20 – 5:20	