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Spring 2017

### Adult Development and Aging (PSYC230) Syllabus

Raquel Lopez

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**SYLLABUS**

**PSYC 230A, 4 credits**  
**ADULT DEVELOPMENT AND AGING**  
**Gehl-Mulva Science Building L133**  
**Monday, Wednesday & Friday 10:50 AM – 11:50 AM**

**Instructor:** Raquel Cowell

**Phone:** 920-403-3228

**Office Hours:** Tuesday 10:00AM – 11:00AM

Or by appointment.

**Office:** GMS 2117

**Email:** raquel.cowell@snc.edu

Thursday 3:15PM – 4:15PM

**Email is the best way to reach me for minor questions and comments.** Please include the course number (PSYC 230A) in the subject line. I check my e-mail frequently and will respond to your message within 48 hours. **However,** I *highly recommend* that you address class absences, questions regarding course material, and all other issues that require more than a brief answer **in person** either immediately before or after class, or at my office hours.

**Course Website:** There are two websites I will use for this course. Both websites are kept up to date. Please refer to both websites before asking a question.

1. Course material, important information, and relevant links, will be made available on <http://snoodle.snc.edu>
2. Assignment details, rubrics, and submission of assignments will be on <http://classroom.google.edu>

**COURSE OVERVIEW****COURSE DESCRIPTION**

This course is designed to provide students with a deeper understanding of older adults. In this course we will explore the social, cognitive, and physical aspects of human aging. Emphasis will be on the normative aspects of adulthood and aging, as well as the important role of biological and cultural factors on the aging process. Students interested in particular topics throughout the semester are encouraged to speak with me about additional resources they may find interesting and to take more advanced courses in lifespan psychology.

**COURSE OBJECTIVES**

By the end of this course, you should:

- Have a greater understanding and appreciation for older adults;
- Be aware of the major themes and key questions regarding the social, cognitive, and physical aspects of adulthood and aging;
- Recognize the variability of individual aging experiences due to gender, race/ethnicity, class, and other factors contributing to diversity and difference;
- Have a practical knowledge of aging and how to interact with the elderly in a meaningful and productive way.

**COURSE ORGANIZATION**

Class sessions will include a mixture of lectures, discussions, videos, writing, and group activities. To foster a deeper understanding of older adults, you will be teaming up with an older adult from the community once a week during the semester to engage in creative storytelling. Due to the nature of class activities **attendance is required.**

**MATERIALS**

Whitbourne, S. K., Whitbourne, S. B. (2014). *Adult Development and Aging: Biopsychosocial Perspectives* (5<sup>th</sup> ed.) Wiley-Blackwell. [ISBN: 978-1-118-80478-0]

Note: If you would prefer to rent an online version of the textbook rather than a hard copy, you may do so through the bookstore.

Other required readings will be made available electronically.

**EVALUATION/ASSIGNMENTS****EXAMS**

There will be a total of three, in-class, closed-book exams. Exams will include multiple choice, short answer questions, true or false questions, and short answer essay questions. They will cover materials discussed in class, the assigned readings and the textbook. Exams are cumulative in nature, however each exam will focus on the recent material. Each exam will be worth 100 points.

**QUIZZES**

Throughout the span of the semester, you will be given 10 quizzes on the assigned readings. For each quiz you are allowed a single-sided sheet of paper (8" x 11.5") with *handwritten* notes. Each quiz will be worth ten points.

**SERVICE-LEARNING PROJECT (SLP)**

In an effort to foster a greater appreciation of older adults, each of you will be meeting with an older adult during the course of the semester. During these meetings you will either be learning about each other or engaging in the TimeSlips program. A separate handout with further details will be provided. This project entails five separate parts and will be worth a total of 200 points.

**TIMESLIPS PROJECT (TSP)**

In addition to learning about your older adult partner in the service learning project, you will also be engaging in a nationally recognized program known as TimeSlips. This program is a creative storytelling program and is used in many older adult care facilities. It can be used with typically aging adults and with those who have been diagnosed with Alzheimer's or Dementia. You will use this program with your older adult partner. This program requires a registration of \$27 (please let me know if you need financial aid). A separate handout with further details will be provided. This project entails six separate parts and will be worth a total of 100 points.

**CLASS PARTICIPATION**

This class relies heavily on class participation and student engagement. Students are expected to attend all classes and engage in classroom discussions and activities. Class participation is worth 50 points.

**MEETING TIME SHEETS**

Throughout the semester you will be required to submit 12 time sheets through Google Classroom. These time sheets will briefly describe your meeting with your older adult partner. Each time sheet is worth 5 points. Meeting time sheets are worth a total of 60 points.

**IN-CLASS ACTIVITIES (ICAS)**

Individual and small group activities will be assigned periodically and will be completed during class time. These in-class activities will be completed randomly throughout the term. There will be a total of 10 ICAs throughout the semester, worth 10 points each. **In-class activities cannot be made up.**

**RESEARCH EXPERIENCE**

To promote a deeper understanding of psychology, you will be asked to take part in research in a variety of ways. These must be completed and submitted to Google Classroom by the **April 28th**. You must earn a total of 20 points in this category and may choose from the following options: 1) SONA research, where students are active research participants or 2) Read and summarize peer-reviewed articles provided by the professor.

- ❑ SONA research. Throughout the semester, SNC researchers will be posting SONA studies online. Please note: Each SONA study is typically .5 credits per 30 minutes. **Students must complete a total of 1 SONA credit.** Please ask me if you have any questions.
  - i. Sign up for studies at <https://stnorbertcollege.sona-systems.com/> by **February 3<sup>rd</sup>, 2017**.
  - ii. Attend the study and write two paragraphs detailing the study's hypothesis, the study's independent variable, the study's dependent variable, and the researcher's rationale for conducting the study.
  - iii. **HINT:** After you complete the study session, it is a good time to ask the researcher for information about the hypothesis, the independent variable, the dependent variable, and their rationale for the study. Please do not forget to ask and assume you can email the researcher later if you forget. Many students who tried this approach faced frustration.
- ❑ Article write-up. If you are **unable** to participate in a SONA study, you can choose a peer-reviewed article and write a one-page (12 pt. font, 1" margins, double spaced) summary explaining the purpose of the study, research methods, results, and the take-home point for 10 points per article. A folder of articles and rubric will be provided on SNooodle and Google Classroom. You will submit your write up on Google Classroom.

**SEMESTER GRADES AND POINTS REQUIREMENTS**

The following cutoffs will be used to assign your final grade.

<i>Grade</i>	<i>Percentage</i>		<i>Total Points</i>	
	Low	High	Low	High
A	92	100	856	930
AB	89	91.9	828	855
B	82	88.9	744	827
BC	79	81.9	735	743
C	72	78.9	670	734
CD	69	71.9	642	669
D	65	68.9	605	641
F	0	64.9	0	604

**PSYC 100 POINT DISTRIBUTION**

<b>Assignment Type (# of Assignments)</b>	<b>Points Per Assignment</b>	<b>Total Points</b>
Exams (3)	100	300
Quizzes (10)	10	100
Service-Learning Project (5)	varies	200
TimeSlips Project (6)	varies	100
Meeting Time Sheets (12)	5	60
Class Participation (1)	50	50
In-Class Activities (10)	10	100
Research Experiences	varies	20
<b>TOTAL POINTS</b>		<b>930</b>

**COURSE POLICIES**

You are responsible for knowing and following the course policies listed below.

**WRITTEN WORK: FORMAT, STYLE, MECHANICS**

All assignments will be submitted via Google Classroom. ALL assignments should be in APA format. In addition, please follow these formatting guidelines: 1" margins, 12-point font, double spacing. Your written work is expected to conform to the St. Norbert College Writing Policy.

**CLASS PREPARATION**

Complete ALL the readings listed for each topic BEFORE the topic is discussed in class. *To encourage reading, there will be weekly quizzes on the assigned material.* Reading, reviewing, and reflecting will both better prepare you for class, enabling you to participate more actively and confidently, and better prepare you for exams, enabling you to obtain higher grades with less last minute studying.

**CLASS ATTENDANCE AND STUDENT CONDUCT**

Students are expected to attend class and will be held responsible for what happens during class sessions. If students miss class they should obtain assignments, notes, announcements, and handouts from a classmate, *not the professor*. Failing to attend class does not excuse missing deadlines for assignments. In-class activities cannot be made up (see Evaluation/Assignments section of syllabus).

**ELECTRONICS**

In general, cell phones, tablets, laptops, and other electronic devices are not permitted in class. To aid in note taking, lecture outlines will be posted to [snoodle.snc.edu](http://snoodle.snc.edu) prior to or immediately following class. It is your responsibility to print those and bring them to class. These notes are *not* a substitute for attending class, and it is possible I present information not present in the lecture outlines. ***Please do not use your phone during class.***

**LATE ASSIGNMENTS**

All assignments are due at the beginning of class time on the date they are due. Late assignments will be accepted for full credit *only in well-documented emergencies*. Unexcused late assignments will be reduced by **10%** of the total possible points for each 24 hours after class begins on the due date. In-class writing assignments may not be made up in any circumstances.

**MAKEUP EXAMS**

Makeup exams will be given only in case of serious and unavoidable cause, such as serious illness. All important dates are on the syllabus. Please mark them on your calendar. I recognize, however, that family **CRISES**, **SERIOUS** illnesses or medical **EMERGENCIES** happen. If something should happen in your life so as to make it **IMPOSSIBLE** for you to take a test or submit work on the scheduled day, please contact me and we will try to work something out. You must contact me **PRIOR** to the date in question. Unless I personally tell you so, *do not assume* your reason for missing a test or assignment is acceptable. Be advised, I have used the words "crises," "serious," "emergencies," and "impossible" intentionally.

**WRITING POLICY**

Consistent with the general writing policy of the college, all written work (tests, group discussion materials, and discussion quizzes) is expected to demonstrate respect for the subject matter, the reader, language, fellow students, and self. You are expected to learn and adhere to the style guide provided by the American Psychological Association (APA). Please refer to the current College Catalog, for the General Writing Policy of St. Norbert College.

**ACADEMIC INTEGRITY**

In this course, all students are expected to adhere to the College's academic policies regarding academic integrity (please refer to the "St. Norbert College Academic Honor Code" listed in *The Citizen*, or see the Honor Code website for the text of the Honor Code process, procedures, and penalties). For further details – or if you any questions, see the link for *The Citizen* on the judicial affairs website: [www.snc.edu/judicialaffairs](http://www.snc.edu/judicialaffairs) or contact the Honor Code Facilitator at x3047 or the Associate Academic Dean's Office at x4044.

**SERVICES TO STUDENTS WITH DISABILITIES.**

In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For inquiries and further details please choose from the following options:

- Visit the Academic Support Services Office located in room 211, Todd Wehr Hall, or
- Visit the website: <http://www.snc.edu/academicsupport/> or call (920) 403-1321 for Academic Support Service

COURSE SCHEDULE (Subject to change with advance notice)			
Date	Topic	Readings	Assignments / Quizzes / Exams
Mon – 1/23	Class Introduction / Syllabus		Read the syllabus
Wed – 1/25	Themes and Issues in the Field	pp. 1 - 18	Quiz 1
Fri – 1/27	Service Learning		
Mon 1/30	Themes and Issues in the Field	pp. 1 - 18	Start service learning
Wed – 2/01	Nature/Nurture	pp. 19 - 41	
Fri – 2/03	Nature/Nurture	pp. 19 - 41	Quiz 2 Deadline for SONA
Mon – 2/06	Research Methods	pp. 43 - 60	<i>First meeting with community partner should be scheduled</i>
Wed – 2/08	Research Methods	pp. 43 - 60	
Fri – 2/10	Exam 1		SLP 1 Due; Exam 1
Mon – 2/13	Physical Changes	pp. 63 - 91	TS 1 Due
Wed – 2/15	Physical Changes	pp. 63 - 91	
Fri – 2/17	Physical Changes	pp. 63 - 91	SLP 2 Due; Quiz 3
Mon – 2/20	Health and Prevention	pp. 93 - 114	TS 2 Due
Wed – 2/22	Health and Prevention	pp. 93 - 114	
Fri – 2/24	Health and Prevention	pp. 93 - 114	SLP 3 Due; Quiz 4
Mon – 2/27	Cognition	pp. 117 - 133	TS 3 Due
Wed – 3/01	Cognition	pp. 117 - 133	Quiz 5
Fri – 3/03	Higher Order Cognition	pp. 135 - 155	
Mon – 3/06	Higher Order Cognition	pp. 135 - 155	TS 4 Due
Wed – 3/08	Higher Order Cognition	pp. 135 - 155	
Fri – 3/10	Exam 2		Exam 2
<b>Mon – 3/13</b>	<b>SPRING BREAK</b>		
<b>Wed – 3/15</b>	<b>SPRING BREAK</b>		
<b>Fri – 3/17</b>	<b>SPRING BREAK</b>		
Mon – 3/20	Personality	pp. 157 - 178	TS 5 Due
Wed – 3/22	Personality	pp. 157 - 178	Quiz 6
Fri – 3/24	Relationships	pp. 179 - 199	<i>Recommended that you complete interview ?s this week</i>
Mon – 3/27	Relationships	pp. 179 - 199	
Wed – 3/29	Relationships	pp. 179 - 199	Quiz 7
Fri – 3/31	Work, Retirement, Leisure	pp. 201 - 222	TSS 1 Due
Mon – 4/03	Work, Retirement, Leisure	pp. 201 - 222	
<b>Wed – 4/05</b>	<b>ADVISEMENT DAY</b>		
Fri – 4/07	SRCD		TSS 2 Due

Date	Topic	Readings	Assignments / Quizzes / Exams
Mon – 4/10	Work, Retirement, Leisure	pp. 201 - 222	Quiz 8
Wed – 4/12	Long-Term Care	pp. 243 - 259	
<b>Fri – 4/14</b>	<b>EASTER BREAK</b>		
<b>Mon – 4/17</b>	<b>EASTER BREAK</b>		
Wed – 4/19	Long-Term Care	pp. 243 - 259	TSS 3 Due
Fri – 4/21	Death and Dying	pp. 261 - 275	
Mon – 4/24	Death and Dying	pp. 261 - 275	Quiz 9
Wed – 4/26	Successful Aging	pp. 277 - 291	
Fri – 4/28	Successful Aging	pp. 277 - 291	Research Experience Due; TSS 4 Due; Quiz 10
Mon – 5/01	Exam 3		Exam 3
Wed – 5/03	<i>Student Presentations</i>		SLP 4 Due
Fri – 5/05	<i>Student Presentations</i>		Complete service learning
Tues – 5/09	<i>Student Presentations</i>	9:15am – 11:15am (same room)	SLP 5 Due