

PSY 423 Psychology of Adult Development & Aging
Western Kentucky University, Online Course
Spring 2019

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Course materials available on blackboard.wku.edu

LECTURE TIME: Online Course

TEXTS AND MATERIALS

Text: Cavanaugh, J.C., & Blanchard-Fields, F. (2015). *Adult development and aging*, 7th ed. Belmont, CA: Cengage Learning.

COURSE DESCRIPTION AND PREREQUISITES

Psychological processes in adulthood and aging. Emphasis on contemporary theories, methodological issues, and interactions of psychological, biological, social, and environmental factors in adulthood and aging. **Colonnade K-SY** (3 hours) *Prerequisites:* PSYS 100 / PSY 100 and junior standing or permission of the instructor.

COLONNADE PROGRAM

Fulfills 3 out of 9 hours of course credit from the Connections category of the WKU Colonnade (General Education) Program, specifically in the *Connections-Systems* area. The following are the learning outcomes for the Connections-Systems category of the Colonnade Program as well as the learning objectives that will be introduced in this course to meet these outcomes.

<i>Connections Systems Learning Outcomes</i>	<i>Course Overview and Learning Outcomes</i>
Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Below are the three learning outcomes for Systems courses within the Connection Category of the Colonnade Program:	PSYS 423, Psychology of Adult Life and Aging, is a developmental psychology course that covers human aging. Aging is a process that involves growth in some psychological abilities, maintenance of others, and still decline in others. This course will cover adult development, primarily focusing on how psychological systems evolve throughout the latter half of life. Although society perpetuates stereotypes about how our psychological systems change as we grow older, this course will explore the science that underlies these changes to our psychological systems. Moreover, we will consider how one's individual talents, abilities, and struggles contribute to the processes by which aging impacts our psychological systems. Finally, we will explore the social dynamics of growing older in today's world to better understand the impact that aging psychological systems can have on public policy and the programming of psychological research.

	<p>The main goals for this course are: (1) to help you become familiar with current psychological theories of aging and how they account for changes in psychological systems, (2) to facilitate your critical analysis of the inter-relations amongst cognitive, emotional, social, and biopsychological systems and their constituent components as they evolve throughout adulthood, and (3) to encourage you to consider how your own psychological systems as well as those of your loved ones, patients, and clients might dynamically evolve as the years pass. The learning outcomes for the course include:</p>
1. Analyze how systems evolve.	(a) Discuss the research methods used by developmental psychologists to measure and characterize the impact that human aging has on the evolution of psychological systems, including their constituent components.
2. Compare the study of individual components to the analysis of entire systems.	<p>(b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists.</p> <p>(c) Identify the major changes in the above psychological systems that take place throughout adulthood and into old age and that have been substantiated with empirical evidence by psychological scientists.</p>
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	(d) Describe the conditions under which improvements and/or impairments in cognitive, social, emotional, and biopsychological systems noted in the laboratory by psychological scientists might translate into substantial changes in in everyday functioning outside of the laboratory.

CLASSROOM BEHAVIOR & STUDENT RESPONSIBILITIES

ATTENDANCE: As an online course, attendance is based on active participation. It is vital to pay attention to all coursework and deadlines to be successful in this class. In order to pass the class successfully, you must remain an active participant and complete all work on time. Grades of Incomplete (X) are only given in extreme emergencies where students have finished more than 50% of the class but can no longer attend class or participate in coursework.

ACADEMIC INTEGRITY: Enrollment at Western Kentucky University requires adherence to the University's standards of academic integrity. Student work will be checked by plagiarism detection software! All infractions of academic integrity are serious offenses and are grounds for disciplinary action, including a failing grade, withdrawal from the course, and/or recommendation of suspension

from the University. See the university's student handbook for definitions of academic dishonesty, including: cheating, plagiarism, fabrication, obtaining an unfair advantage, aiding/abetting academic dishonesty, falsification of records/documents, and unauthorized access.

<https://www.wku.edu/handbook/academic-dishonesty.php/> ANY INFRACTIONS OF ACADEMIC INTEGRITY IN THIS CLASS MAY RESULT IN A GRADE OF "F" FOR THE COURSE.

ADA STATEMENT: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270.745.5004. or email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

ANNOUNCEMENTS: Any information about this class that you need to know will be posted in the announcements section of the Blackboard page and/or through university email. Please check both regularly.

TITLE IX/DISCRIMINATION & HARASSMENT: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>

Discrimination and Harassment Policy (#0.2040)

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

PROTOCOL FOR STUDENTS WITH COMPLAINTS: If the student has a problem or complaint concerning this course should contact me first. If this does not resolve the problem or complaint, then the following protocol should be followed: *Instructor → Department Head → Dean → Provost /VPAA*

CONTACTING INSTRUCTOR: Please use my WKU email to contact me. If you have not heard from me within 24 hours, please contact me again! If you need to speak with me, send me an email and we will set up a time to do a telephone meeting.

EVALUATION AND GRADING

DUE DATES: Course work for the week will become available at 12:00 am on Monday and will be due by 11:59 pm on Sunday. Please keep this in mind and plan when you will be doing the coursework accordingly. Please note, the interview and analysis paper due dates are not until the end of the semester, and that the analysis is due on a Friday. Do not wait until the last minute to complete either of these! Plan accordingly!

QUIZZES: There will be 13 multiple-choice quizzes during the semester, each on a separate topic. Each exam will cover material from your textbook; therefore, you must keep up with the course readings each

week. Only your best 12 quizzes will count toward your final grade. You should be sure you have read and studied the course material prior to attempting each quiz. Quizzes will be timed, and once you start the quiz the timer cannot be stopped. Quizzes MUST be completed by the deadlines posted in the syllabus (see last page). Because you will have an entire week (in most cases) to take the quiz, there will be no make-ups for missed quizzes. Do not wait until the last minute to complete your quiz. Each quiz is worth 40 points. All quizzes will be due by 11:59 pm on Sunday.

RELECTION SUMMARIES: There will be 12 short Reflection Summary assignments during the semester. You're your best 11 Reflection Summaries will count toward your grade; the lowest 2 will be dropped. These summaries will provide an opportunity for you to synthesize the ideas you learn from readings and to creatively apply this material. These papers will generally be based on an activity, reading, or question, and should be 1 - 2 double-spaced pages long unless otherwise specified. Due dates for Reflection Summaries are in the syllabus (see last page). Late work will be penalized 10% for each day that it is late. Each summary is worth 20 points. All reflection summaries will be due by 11:59 pm on Sunday.

ADULT DEVELOPMENT IN ACTION RESPONSE: Each week in the semester, I will post questions about larger issues/challenges in adult development and aging on Blackboard (using the Discussion Board). You will be asked to complete five of these responses during the semester; they will be graded on accuracy, thoroughness, and clarity. Late work will be penalized 10% for each day that it is late. Each action response is worth 20 points. All action responses will be due by 11:59 pm on Sunday.

LIFE STORY INTERVIEW: You will conduct a "Life Story Interview" of an older adult, which is an in-depth interview designed to reveal biopsychosocial themes of aging and development. Your interviewee's responses will form part of the basis for your final paper in the course. Specific instructions for writing up the interview responses will be available on Blackboard. Late papers will be penalized 10% for each day that it is late. The interview is worth 60 points. This is due by 11:59 pm on Sunday, April 28th.

BIOPSYCHOSOCIAL SYSTEMS ANALYSIS PAPER: At the end of the semester you will submit a final paper that focuses on combining the varying facets of aging that we have covered and considers the integrative biopsychosocial system in an aging/adult development context. The paper will require you to draw upon what you have learned during the class, plus additional primary scientific sources and your life story interview. Specific instructions for this final paper and a grading rubric will be available on Blackboard. Late papers will be penalized 10% for each day that it is late. The paper is worth 200 points. This is due by 11:59 pm on Friday, May 10th.

GRADE TABULATION:

Quizzes: 40 points each (top 12 scores), 480 points total

Reflection Summaries: 20 points each (top 11 scores), 220 points total

Adult Development in Action Responses: 20 points each (choose 5), 100 points total

Life Story Interview: 60 points total

Biopsychosocial Systems Analysis Paper: 200 points total

A = 949 – 1060 points

B = 843 – 948 points

C = 737 – 842 points

D = 631 – 736 points

F = 630 or fewer points

LATE WORK

Late assignments will not be accepted barring extreme extenuating circumstances that will require documentation.

SYLLABUS DISCLAIMER

I reserve the right to change format of, add or remove assignments, quizzes and exams throughout the semester as deemed necessary.

SCHEDULE

DATE	LECTURE TOPIC	READING	WORK DUE	DUE DATE,
1/22	Studying adult development and aging	CH 1	Quiz 1 Reflection 1 Action Response 1	1/27, 11:59 PM
1/28	Neuroscience as a basis for adult development and aging	CH 2	Quiz 2 Reflection 2 Action Response 2	2/3, 11:59 PM
2/4	Physical changes	CH 3	Quiz 3 Reflection 3 Action Response 3	2/10, 11:59 PM
2/11	Longevity, health, and functioning	CH 4	Quiz 4 Reflection 4 Action Response 4	2/17, 11:59 PM
2/18	Where people live: Person-environment interactions	CH 5	Quiz 5 Reflection 5 Action Response 5	2/24, 11:59 PM
2/25	Attention and Memory	CH 6	Quiz 6 Reflection 6 Action Response 6	3/3, 11:59 PM
3/4	SPRING BREAK—NO CLASS			
3/11	Intelligence, reasoning, creativity, and wisdom	CH 7	Quiz 7 Reflection 7 Action Response 7	3/17, 11:59 PM
3/18	Social Cognition	CH 8	Quiz 8 Reflection 8 Action Response 8	3/24, 11:59 PM
3/25	Personality	CH 9	Quiz 9 Reflection 9 Action Response 9	3/31, 11:59 PM
4/1	Clinical assessment, mental health, and mental disorders	CH 10	Quiz 10 Reflection 10 Action Response 10	4/7, 11:59 PM

4/8	Relationships	CH 11	Quiz 11 Reflection 11 Action Response 11	4/14, 11:59 PM
4/15	Work, leisure, and retirement	CH 12	Quiz 12 Reflection 12 Action Response 12	4/21, 11:59 PM
4/22	Dying and bereavement	CH 13	Quiz 13 Action Response 13 Life Story Interview	4/28, 11:59 PM
4/29	Work on paper			
5/6	Work on Paper		Biopsychosocial Systems Analysis Paper	5/10, 11:59 pm