

**University of North Texas at Dallas**  
**Summer 2, 2015**  
**SYLLABUS**

PSYC 3480 Section 030 (Summer 2015 5W2)-Adult Development and Aging (3 hrs.)			
Department of	Psychology	Division of	Liberal Arts and Sciences
<b>Instructor Name:</b>	<i>Teresa L. Collins-Jones, Ph.D.</i>		
<b>Office Location:</b>	<i>Adjunct Psychology Office, DAL 2 Room 302</i>		
<b>Office Phone:</b>	972-741-5605		
<b>Email Address:</b>	Use email (messages) in Blackboard classroom or <a href="mailto:Teresa.Collins-Jones@untdallas.edu">Teresa.Collins-Jones@untdallas.edu</a>		
<b>Office Hours:</b>	T/R 10:00 am-12:00 pm and by appointment		
<b>Course Catalog Description:</b>	Personality, cognitive, social and sensory-perceptual aspects of development from early adulthood through death. Emphasis on the development of a comprehensive understanding of the adult portion of the life span.		
<b>Prerequisites:</b>	PSYC 1630 or 1650		
<b>Co-requisites:</b>	None		
<b>Required Texts:</b>	Cavanaugh, J. C. and Blanchard-Fields, F. (2015). <i>Adult Development and Aging</i> , 7 <sup>th</sup> Edition. Connecticut: Cengage. ISBN-13: 978-1-285-44491-8		
<b>Recommended Text and References:</b>	<b>Reading Assignments:</b> Students are expected to read in advance the chapters designated by week in the outline below; and any extra reading I assign. Come to class prepared to discuss them.		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>		

<b>Course Goals or Overview:</b>	
	<ol style="list-style-type: none"> <li>1. Understand the basic introduction to gerontology and its relationship with psychology</li> <li>2. Apply methodological approaches to understanding development and aging</li> <li>3. Understand basic age-related and pathological changes to our biological and cognitive functioning</li> <li>4. Demonstrate an awareness of the social context and unique environment of our aging populations</li> <li>5. Possess basic introduction to the mental health aspects related to development and aging</li> <li>6. Demonstrate increased knowledge related to assessment and interventions with older adults</li> <li>7. Be aware of new perspectives regarding death and dying among senior citizens</li> <li>8. Possess an appreciation of the unique, diverse, and eclectic period of the human lifespan</li> </ol>
<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to demonstrate the following:	
1	Knowledge of a lifespan perspective on adult development from early through later adulthood.
2	Knowledge of the various biological, social, historical, and cultural factors associate with typical and atypical development.
3	Knowledge of the developmental tasks that are associated with different life stages.
4	Knowledge of the factors that influence an individual's development and outcomes.
5	Knowledge of the key factors that affect rates and expression of adult mental disorders.
6	Knowledge of the major approaches to successful aging.

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

	<b>TOPICS</b>
<b>Week One July 13-19th</b>	<b>Studying Adult Development and Aging</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 1 <b>Neuroscience as a Basis for Adult Development and Aging</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 2 <b>Physical Changes: Why do We Age?</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 3 <b>Longevity, Health, and Functioning</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 4
	<b>Discussion #1</b> <b>Discussion #2</b> <b>Reflection #1 Due July 19th</b>
<b>Week Two July 20-26th</b>	<b>Attention and Memory: Memory Processes and Training</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 6 <b>Intelligence, Reasoning, Creativity, and Wisdom</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 7
	<b>EXAM 1 (Chapters 1, 2, 3, 4, 6, and 7) ~test will be available on the 21<sup>st</sup> and is due on the 26th</b> <b>Discussion #3</b> <b>Discussion #4</b> <b>Reflection #2 Due July 26th</b>
<b>Week Three July 27-August 2nd</b>	<b>Where People Live: Person-Environment Interactions</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 5 <b>Social Cognition</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 8 <b>Personality: Dispositional Traits Across Adulthood</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 9 <b>Relationships: Family Dynamics and Life Course</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 11
	<b>Discussion #5</b> <b>Discussion #6</b> <b>Reflection #3 Due August 2nd</b>
<b>Week Four August 3-9th</b>	<b>Clinical Assessment, Mental Health, and Mental Disorders: Depression, Delirium, and Dementia</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 10 <b>Work, Leisure, and Retirement</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 12
	<b>EXAM 2 (Chapters 5, 8, 9, 10, 11, and 12) ~test will be available on the 4<sup>th</sup> and is due on the 9th</b> <b>Discussion #7</b> <b>Discussion #8</b>

	<b>Reflection #4 Due August 9th</b>
<b>Week Five August 10-16th</b>	<b>Dying and Bereavement</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 13 <b>Successful Aging</b> Reading: Cavanaugh, Blanchard-Fields, Chapter 14
	<b>Presentation on Successful Aging due August 13th</b> <b>Discussion #9</b> <b>Discussion #10</b> <b>Reflection #5 Due August 16<sup>th</sup></b>

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Reflections (50 total points or 10 points each)

To facilitate discussion and understanding of the material, you will be asked to write a reflection on a specific topic **each week**. Each reflection should be 2-3 pages long and should be a "reflection" on what you have learned. You will be asked to demonstrate that you understand the concepts by connecting the ideas or issues we have discussed in class and that you have reviewed in your readings as well as through outside experiences. *Synthesize, analyze and evaluate*. And finally, critically examine your own development through these learning activities.

### Exams (100 points each)

There will be a total of two exams worth 100 points each. Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions. The exams are not cumulative.

### Presentation on Successful Aging (190 points)

Students will choose a topic related to successful aging (more information to be provided) and write a 3-5 page paper that provides background and context, review of relevant literature, and recommendations for intervention that will be turned submitted along with a 5-7 slide presentation to be posted for the class to review.

### Class Discussions (360 points)

**Each week you will be asked to participate in two discussions.** You will post your own response to the questions and respond to at least two posts made by your peers or the instructor in each discussion thread. Your posts should integrate information that you have learned in class as well as incorporate the scholarly literature that you find in the library or on the web. Please avoid using websites like Wikipedia or psychology.org, instead try to rely upon .edu or .gov websites. Your initial posts should be made by Day 4 of each week (Thursday) and you should stay active in the current discussion through the last day of the week (Sunday). Do not work ahead or get behind as points will be deducted for late submissions. Make sure that you check your spelling and grammar before posting your response. In your replies to your peers, you can expand or clarify a point made in a previous post, offer additional information, or discuss whether you agree or disagree with a post made by a classmate or the instructor. Develop your responses and cite the references that you use to support your position.

### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Weekly Reflections (posted in the Journal area)	5 reflection activities at 10 points each *Reflections are graded as credit/no credit	50
Exams	2 exams at 100 points each	200
Weekly Discussions	10 interactive discussions (two each week) at 36 points each	360
Paper on Successful Aging Topic (Paper)	3-5 page paper	120
Presentation of Paper on Successful Aging Topic (Slides)	5-7 slide presentation	70
<b>Total:</b>	<b>100%</b>	<b>800</b>

### **Grade Determination**

**A = 720 – 800 pts; i.e., 90% or better**

**B = 636 – 719 pts; i.e., 80 – 89 %**

**C = 556 – 635 pts; i.e., 70 – 79 %**

**D = 476 – 555 pts; i.e., 60 – 69 %**

**F = 475 pts or below; i.e., less than 60%**

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

#### **Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

#### **Assignment Policy:**

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

#### **Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

#### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

#### **Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.*

***\*This syllabus is subject to change. If changes are made, I will communicate them to you in a timely manner.***