The Course Syllabus

Course Name:
DCM 323 The Psychology of Aging and the Aged

Credit Hours:
DCM 4 credits

Day/Time:
Tuesday, 6:30-9:30 pm – Naperville Campus
Tuesday, 6 pm – 9 pm – Loop Campus

DCM Contact Information:
snldcm@depaul.edu

Course Description:
The population in the United States is growing older with life expectancies increasing along with the advances in modern medical science and technology. While these advances help us live longer lives, questions arise about current ideas regarding the quality of life - particularly in a society that values youth. This course provides an overview of the current theories, themes and issues of adult development and aging. In addition to understanding these theories and issues, students will explore questions such as: Does wisdom come with increasing age? Do people really change over time? What are the keys to positive aging?

Learning Experience:
Learning strategies will include readings, instructor presentations, films/multimedia, (web-based resources) experiential learning activities, and independent research projects and presentations. There is also a Desire2Leaarn (D2L) component required in this course.

Course Outcomes:
In this course, you will develop the following Outcomes:

At the completion of the course students will be able to:
1) Identify the main theories of adult development from a biopsychosocial perspective.
1a) Additionally, students will be expected to understand the impact of culture and ethnicity on perspectives and experiences of aging.
2) Analyze changes in physical, psychological and cognitive functioning related to the aging process.
3) Identify current research trends and theories regarding several aspects of the aging process (e.g., death and dying, creativity, mental health issues, "positive" or successful aging).

Competences Offered (not applicable for students in the DCM programs):

H3X, S2X (Can be taken for one or two competences. Each competence is 2 credit hours)

H-3-X: Can understand the psychological and social theories and dimensions of aging and adult development.

A. Articulates an understanding of theories of again
B. Applies those theories to physical, psychological and cognitive functioning over time.

S-2-X: Can describe and explain the physical and sensory changes that take place during the adult life span and aging process.

A. Understands differences between physical and sensory changes
B. Explains those changes as related to aging

Course Resources:

Required Textbooks:

Whitbourne, S.K. & Whitbourne, S.B. (2011). *Adult development and aging: Biopsychosocial perspectives (5th ed)*. New York: John Wiley and Sons. ISBN #: 978-118425190.

Instructor and Student Companion Web Site for the text and codes for access will be given in class. Each reading, assignment and class activity is connected to one (or several) of the course learning outcomes.

Chapter 1: Themes and Issues in Adult Development and Aging
Chapter 2: Models of Development: Nature and Nurture in Adulthood
Chapter 3: The Story of Adult Development and Aging: Research Methods
Chapter 4: Physical and Sensory Changes in Adulthood and Old Age
Chapter 5: Health and Prevention
Chapter 6: Basic Cognitive Functions: Information Processing, Attention, and Memory
Chapter 7: Language, Problem Solving, and Intelligence
Chapter 8: Personality and Patterns of Coping
Chapter 9: Relationships
Chapter 10: Work, Retirement, and Leisure Patterns
Chapter 11: Mental Health Issues and Treatment
Chapter 12: Long-Term Care
Chapter 13: Death and Dying
Chapter 14: Successful Aging and Creativity

Additional links and resources include the following:

- Aging IQ Test - National Institute of Aging quiz on aging. http://www.niapublications.org/quiz/index.php
- Morbidity and Mortality Weekly Reports - Weekly updates on health trends in the U.S.; from this site there will be links to numerous publications available as PDF downloads. http://www.cdc.gov/mmwr/
- New England Centenarian Study - This is the site being conducted by Perls and Silver. It contains a life expectancy calculator (Living to 100 Life Expectancy

Calculator) and updates on the studies findings.
http://www.bumc.bu.edu/centenarian/

- Publications from the Seattle Longitudinal Study - Major findings and releases from the extensive investigation of intelligence in adulthood and later life.
http://geron.psu.edu/sls/index.htm
- Dean Simonton's Web Links - Links by an expert on creativity and aging.
http://psychology.ucdavis.edu/Simonton/#A

Additional Recommended Reading:
Vaillant, G.E. (2002). Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study on Adult Development. Boston: Little, Brown. ISBN #: 0-316-98936-3.

Course Grading Scale:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Course Structure:

The course is divided into 3 main sections that correspond to the learning outcomes:

Section 1
Theories and Research in Development and Aging
#1) Identify the main theories of adult development from a biopsychosocial perspective.
#1a) Understand the impact of culture and ethnicity on perspectives and experiences of aging.

Chapters in the text:
Chapter 1: Themes and Issues in Adult Development and Aging
Chapter 2: Models of Development: Nature and Nurture in Adulthood
Chapter 3: Research Methods
Web links to the most current research (TBA)
Writing Assignments:
Essay # 1: 3-5 pages typed (10 Points) - "Personal, Cultural and Ethnic Views on Aging"
Essay # 2: 3-5 pages types and cited (10 points) - "Theories and 'Real World' Research"
Students will research these findings and summarize their learning in an essay that combines the readings from the text with current research overviewed and discussed in class.

Section 2
Changes Related to the Aging Process

#2) Analyze changes in physical, psychological and cognitive functioning related to the aging process.
Experiential Learning Activity: "Sensory Changes Explored"
A debriefing of this learning activity will take place both in-class and in a written reflection paper (Essay # 3) that incorporates the learning with the theories and readings in the course.

Chapters in the text:
Chapter 4: Physical and Sensory Changes in Adulthood and Old Age
Chapter 5: Health and Prevention
Chapter 6: Basic Cognitive Functions: Information Processing, Attention, and Memory
Chapter 7: Language, Problem Solving, and Intelligence

Section 3
Topics and Issues in Aging
#3) Identify current research trends and theories regarding several aspects of the aging process (e.g., death and dying, creativity, mental health issues, "positive" or successful aging).
Experiential Learning Activity: Aging Simulation
Essay #4: Reflection on Aging Simulation activity
Essay #5: "Elder Interviews"
For this learning outcome, in addition to the chapter readings and class presentations, students will choose a specific topic or issue in the area of aging and research and write the Final Topic Poster Session Project Issues in Aging (30 points).

Chapters in the text:
Chapter 8: Personality and Patterns of Coping
Chapter 9: Relationships
Chapter 10: Work, Retirement, and Leisure Patterns
Chapter 11: Mental Health Issues and Treatment
Chapter 12: Long-Term Care
Chapter 13: Death and Dying Chapter
Chapter 14: Successful Aging and Creativity

Attendance & Participation:
Class Participation:
It is highly suggested that students do NOT miss the first session as the groundwork will be set during this class meeting. Students who do not attend session #1 and who do not communicate directly with the instructor will be asked to drop the class.

DePaul University anticipates that all students will attend all classes. Since the course builds on participants' active contributions, the instructor will evaluate classroom activity. In addition, self-evaluation and peer evaluation will be taken into consideration.

Both individual activity level and the quality of contributions are important. For a good class participation score, students should mobilize not only the respective textbook

chapters and required readings, but knowledge originating from other courses as well as personal practical experiences, is also important. Reading summaries/chartings will be turned in for points each week after they are used for class discussions.

In the event of an absence, it is imperative that student(s) (1) let the instructor know in advance so that make-up assignment(s) will be given, and (2) contact a classmate ahead of time who would collect handouts and share the learning experience for the session missed. Always consult the course schedule of the syllabus for the future assignments. ***Students missing more than two classes of our ten week course will not have met the requirements for a passing grade***.

Assessment of Learning:

Evidence Students will submit:
Grades are based on a 100 total point system as follows:
20 points - class participation – (2 points per class meeting - if a class is missed, 1point will be awarded for make-up work). Students should be prepared to summarize the main points of the week's readings in a short essay.

50 points - 5 writing assignments – 10 points maximum for each. Points will be deducted for errors in both content and style. Students will be allowed to revise and resubmit assignments. All written assignments should be free of errors and properly cited (APA 6th Ed.).

30 points – Final Topic project on Issue/s in Aging – 30 points maximum (details in class). 20 points for the *research* involved with the project. 10 points for the *creativity* involved in the presentation.
Extra credit assignments may be announced in class.

Points Tips for Earning Points

Points	Tips for Earning Points
8-10	Logically developed. Well organized presentation of thoughts and ideas. Free of grammar and usage errors. In depth response to the assignment. Submitted on time.
5-7	Sufficient evidence to support thoughts. Few grammar and usage errors. Late submission.
0-4	Disconnected from topic. Lacks logic and organization. Many grammar and usage errors.

Grading Policies and Practices:

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition,

you may be required to participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Description of Pass/Fail Grading Options:

Students may have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when student work is completed at a level that would otherwise earn a grade of C- or higher.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, **this must be requested from the instructor in writing during the first two weeks of the quarter**. The assessment style may not be changed after this period, with no exceptions.

General Assessment Criteria for All Writing Assignments:

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as–needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are *free.*

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Policies:

DePaul Registration and Withdrawal Policies:

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class

under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

For more information see:
http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg140.html

DePaul University Incomplete Policy:

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

NOTE: The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course and a formal contract must be signed by both parties (see IN form on SNL website, forms page).

Academic Integrity:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and

the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/ch1.html for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations:

For Students Who Need Accommodations Based on the Impact of a Disability:

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Protection of Human Subjects:

For more information see: http://research.depaul.edu/

Demonstrating the acquisition of Outcomes in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

2. You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.

3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

   a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, http://www.research.umn.edu/consent

Credits

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