



**DePaul University | School of Continuing and Professional Studies
Undergraduate Program**

COURSE: # DCM323-901-1070

COURSE TITLE: THE PSYCHOLOGY OF AGING/AGED

SPRING 2021

INSTRUCTOR INFORMATION

Name: Kenya Grooms

Office Location: Online

My office hours are by appointment.

You can reach me at 773-960-4201 (email or text is preferred) or at kgrooms@depaul.edu

Course Dates: March 27, 2021-June 4, 2021

Course Location and Delivery Format Online

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 OUTCOMES AND COMPETENCIES:

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).

In this course, you will develop the following competencies:

Competence:	Statement:
H3X	Can understand the psychological and social theories and dimensions of aging and adult development. A. Articulates an understanding of theories of aging B. Applies those theories to physical, psychological and cognitive functioning over time.
S2X	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 from an aging and developmental perspective.

LEARNING STRATEGIES & RESOURCES

These textbooks and resources are compiled to assist in explaining in detail the biopsychosocial perspective of aging and the aging process.

Required Textbooks:

Whitbourne, S.K. & Whitbourne, S.B. (2020). Adult Development and Aging: Biopsychosocial Perspectives (6th ed). New York: John Wiley and Sons. ISBN #: 9781118425190.

Additional links and resources include the following:

- National Institute on Aging: <https://www.nia.nih.gov/>
- 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 Perl's and Silver. It contains a life expectancy calculator (Living to 100 Life Expectancy Calculator) and updates on the study's findings. <http://www.bumc.bu.edu/centenarian/>

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.

LEARNING DELIVERABLES (GRADED EVIDENCE OF LEARNING)

The following are a list of course deliverables that align with the course objectives and outcomes.

Discussions:

Each discussion is designed to give students an opportunity to think and reflect on course content, consider different perspectives, and talk through them as a course. Each week has a different prompt and focus which aligns with the course content for this week.

Reaction Papers:

Reading Reaction Papers offer students the opportunity to explore their own cultural perspectives on aging. A list of module specific questions are designed to help students think about the topic through critical lenses and perspective.

Instructions:

Reaction papers should be the student's reaction to the chapter reading(s) and other course content. Please use the questions as prompts for this assignment.

Review the list of questions and read the chapter and module content. Your reaction paper should be a minimum of 250 words and a maximum of 350 words, typed and double-spaced in APA format. Your paper should include your responses to at least two of the discussion prompts.

Interview & Final Presentation:

1. *Put together all four pieces of your interview, including your questions (module 7), how and why you picked/identified your interviewee and annotated bibliography (Module 8), your write up of the interview (module 9) and your final presentation*

(module 10). **Your final presentation is due at the beginning of week 11.**

2. Prepare a presentation based on what you hoped to learn from your interview. Examples, lifestyle, relationships, health, prevention, successful aging, etc. , Think carefully about the message you want to convey, develop an outline to ensure you have includes all of the pertinent information and scholarly sources associated with the issue.
3. Choose one of the three presentation options:
 - Prepare a maximum of 10 PowerPoint slides and the accompanying 3–5-page script (what you would say if you were presenting the slides orally).
 - Prepare a maximum of 10 PowerPoint slides and record yourself presenting the slides.
 - Video record yourself presenting an 8–10-minute presentation.
1. Include 2-3 scholarly sources in your presentation. **An annotated bibliography of these sources is due by the end of module 8.**
2. Your final presentation including all visual aids, recordings, etc. **should be uploaded in the final presentation drop box by the beginning of week 11.**

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 must 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.

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
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Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

PERCENTAGE DISTRIBUTION OF ASSESSMENTS

GRADING CATEGORY:	% OF FINAL GRADE:
<i>DISCUSSIONS</i>	<i>30%</i>
<i>REACTION PAPERS</i>	<i>40%</i>
<i>FINAL INTERVIEW & PRESENTATION</i>	<i>30%</i>
<i>TOTAL</i>	<i>100%</i>

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.

ASSESSMENT OF STUDENT LEARNING

Identify the criteria that will be used to assess and grade students' evidences of learning (deliverables). Explain how these criteria are directly related to competencies or outcomes. Typically, the criteria include rubrics which provide guidance for students to evaluate their own work. When criteria are weighted (e.g., points, scores, percentages) within an assessment, their respective weights should be identified. Indicate if late work will be accepted and if so, the specific amount of deducted points and the absolute date after which work will not be accepted. Indicate whether attendance is required and/or assessed, and the consequences for non-attendance.

GRADING CRITERIA & 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	

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in

the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

This course consists of 10 modules. The estimated time to complete each module is 1 week except for module 10 which will expand through week 11. To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

Week, Module # and Title	Readings	Assignments
<i>Week 1, Module 1: Themes and Issues in Aging</i>	Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 1	1.1 Introduction Discussion 1.2 Why are people living longer? 1.3 Reading Compliment
<i>Week 2, Module 2: Nature and Nurture in Aging</i>	Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 2 & 3	2.1 Nature & Nurture in Aging Discussion 2.2 Reaction Paper 1 2.3 Reading Compliment
<i>Week 3, Module 3: Changes in Adulthood and Aging</i>	Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 4 & 5	3.1 Physical Changes/Health & Prevention Discussion 3.2 Reaction Paper 2 3.3 Reading Compliment
<i>Week 4, Module 4: Cognitive Functioning and Aging</i>	Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 6 & 7	4.1 Cognitive Functioning in Aging Discussion 4.2 Reaction Paper 3 4.3 Reading Compliment

<p>Week 5, Module 5: Personality and Coping</p>	<p>Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 8</p>	<p>5.1 Midlife Crisis Discussion 5.2 Reading Compliment</p>
<p>Week 6, Module 6: Aging and Relationships</p>	<p>Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 9</p>	<p>6.1 Aging and Relationships Discussion 6.2 Reading Reaction Paper 4 6.3 Reading Compliment</p>
<p>Week 7 Module 7: Work & Leisure</p>	<p>Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 10</p>	<p>7.1 Work & Leisure Discussion 7.2 Interview Assignment Part 1: Questions 7.2 Reading Compliment</p>
<p>Week 8, Module 8: Mental health Issues, Treatment & Long-Term Care</p>	<p>Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 11 & 12</p>	<p>8.1 Nursing Home Discussion 8.2 Interview Assignment Part 2: Identify a Subject/Interviewee 8.3 Reading Compliment</p>
<p>Week 9, Module 9: Death & Dying</p>	<p>Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 13</p>	<p>9.1 Death & Dying Discussion 9.2 Interview Assignment Part 3: Write-Up & Annotated Bibliography 9.3 Reading Compliment</p>

Week 10, Module 10: Successful Aging	Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 14	10.1 Successful Aging Discussion 10.2 Interview Assignment Part 4: Presentation Draft 10.3 Reading Compliment
Week 11, Module 10: Successful Aging	Whitbourne, Whitbourne: Adult Development and Aging: Biopsychosocial Perspectives, 6th Edition Chapter 14	10.1 Successful Aging Discussion cont. 10.2 Interview Assignment Part 4: Presentation

VIDEO CONFERENCE SCHEDULE

<i>Week, Module & Topic</i>	<i>Schedule & Zoom Link</i>	<i>Topic, Assignments to be discussed</i>
<i>Week 2 Module 2: Nature and Nurture in Aging</i>	Tuesday, April 6 @ 6:00pm CST	1.1 Introduction Discussion 1.2 Why are people living longer? 1.3 Reading Compliment Whitbourne, Whitbourne: Chapter 1
Week 4, Module 4: Cognitive Functioning and Aging	Tuesday, April 20 @ 6:00pm CST	4.1 Cognitive Functioning in Aging Discussion 4.2 Reaction Paper 3 4.3 Reading Compliment

		Whitbourne, Whitbourne Chapter 6 & 7
Week 6, Module 6: Aging and Relationships	Tuesday, May 4 @ 6:00pm CST	6.1 Aging and Relationships Discussion 6.2 Reading Reaction Paper 4 6.3 Reading Compliment Whitbourne, Whitbourne: Chapter 9
Week 8, Module 8: Mental health Issues, Treatment & Long-Term Care	Tuesday, May 18 @ 6:00pm CST	8.1 Nursing Home Discussion 8.2 Interview Assignment Part 2: Identify a Subject/Interviewee 8.3 Reading Compliment Whitbourne, Whitbourne: Chap 11 & 12
Week 10, Module 10: Successful Aging	Monday, May 31 @ 6:00pm CST	10.1 Successful Aging Discussion cont. 10.2 Interview Assignment Part 4: Presentation Whitbourne, Whitbourne: Chapter 14

COURSE POLICIES

Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing

social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Assessment Criteria for Online Discussion Participation

In the online discussions you clearly and consistently link what you are learning in the course to your real-life experiences.

Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. Especially you may begin your contributions with addressing your peer students, may maintain a kind and collegial tone and close with your signature.
- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitated learning for other people.

Online Participation Guidelines

The following guidelines may encourage you to be active and critical in your participation, only together we will make this course a significant and pleasant learning experience:

- Participation is essential, so please connect to the course every day or at least every second day.
- Post your response to the discussion assignments by Thursday of each week, in the second part of the week post comments to the other students.
- Discuss critically, give support to your peers, provide own ideas and experiences, challenge ideas of others or just make a comment that you read the posting.
- The role of the instructor, to make it easy for you to interact, to promote significant discussion, to give feedback on your postings and offer help where needed.
- This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of your time to be spent on this course of ten weeks.
- Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

Some difficulties at the beginning of an online course are quite normal; solving them is part of

Select the applicable policies below (i.e., UGRAD and/or GRAD) depending on the level of your course. Include the statement:

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Dr. Grooms is an experienced parent, spouse, psychologist, project manager, and educator. Professionally, she is the Chief Academic Officer at MacCormac College a small private community college in downtown Chicago with a rich history of offering associate degrees in legal fields since 1904. She also oversees a grant-funded program, care of the Hilton Foundation, through DePaul University in Nairobi Kenya, called The Leadership Guild (TLG). In this role, she works with a team of accomplished community leaders to support new and emerging leaders as they develop leadership skills to positively impact their community. She also serves as a Faith-Based Consultant and a Part-time Faculty member at DePaul University & College Unbound.

Personally, she is a wife of twelve years and a proud mother of 11-year-old Kennedy. She is also

a Girl Scout Troop Leader, Room Parent, and Local School Council Vice-President. In each of these roles I have a wealth of unique experiences, challenges, and perspective to add value to the course and course discussion.

ADDITIONAL CONSIDERATIONS

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.