

ADULT DEVELOPMENT & AGING -- PSY 3230-01 –SYLLABUS
Spring Semester 2011 MWF 11:00 ~ 11:50PM, GC 303

Professor

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Office Hours

Wednesdays 10-11AM & 1-2PM; Tuesdays/Thursdays 1:30 ~ 3PM, and by appointment (please send eLearning Mail message ahead of time to alert me when you expect to come to office hours)

Text (Required, use 6th edition only)

Cavanaugh, J., & Blanchard-Fields, F. (2010). *Adult development and aging* (6th edition). Belmont, CA: Wadsworth.

Optional Readings

Albom, M. (2003). *Tuesdays with Morrie: An old man, a young man and life's greatest lesson*. New York: Time Warner Paperbacks. ISBN: 0751529818.

Cousins, N. (2005). *Anatomy of an illness as perceived by the patient*. New York: W.W. Norton
ISBN: 0393326845.

Sheehy, G. (2006). *Passages: Predictable crises of adult life*. New York: Ballantine Books.
ISBN: 034547922X.

Objectives

I think that the emphasis in this course on the elderly is valuable for all of us because: we will all get old some day, our population is graying, and because gerontology is not covered well in other psychology classes. The main objectives of this course are to deepen appreciation and understanding of the scientific study of the stage and sub-stages of adulthood and aging (mostly later adulthood and the elderly) from different theoretical perspectives and their application to real life individuals, as part of your personal and professional development. The emphasis will be on theories, research findings, and applications.

Evaluation

You will receive a score for each of the following items on a 0-100 point scale. These items will be weighted according to the following percentages to determine your course grade.

Exam #1	27%	Service Learning	9%
Exam #2	27%	Assignments	5%
Final Exam	27%	Attendance/Participation	5%

Overall course grades will be based on the following percentages.

A = 92-100%	B+ = 88-89%	C+ = 78-79%	D+ = 68-69%	F= 0-59%
A- = 90-91%	B = 82-87%	C = 72-77%	D = 62-67%	
	B- = 80-81%	C- = 70-71%	D- = 60-61%	

Exams

Exams will be mostly in multiple choice format and may also include some short-answer items. Bring a Scantron form, a pen and a pencil on the day of each exam. The final exam will not be cumulative. We will go over a review sheet in class prior to each exam.

Attendance and Participation

Attendance will be taken at class every day. There will be bonus points for perfect attendance, and a penalty for more than 5 unexcused absences. Preparing for and participating in classroom discussion, especially asking questions, will improve your learning. Occasional homework assignments and in-class assignments count as part of your grade, and are typically not announced in advance. If you do not attend a particular class you are responsible for find out what material you missed (exchange contact info with a classmate, so you can contact that person to find out what you missed). Please read the chapters (and go over the posted Powerpoints) listed in the calendar before each class.

Service Learning

Each class member will give at least 7 hours of service to an elderly person (age 75 or older) and write a 2-page single-spaced reflection paper about the experience. The specifics of the contents and grading criteria for the paper are provided in the “Service Learning Assignment document. The recipient of the service may or may not be a family member. The service *must* benefit both the elderly person and the class member, i.e., furthering your understanding of things learned in this course, and the service must involve personal interaction and/or direct communication with the recipient. The service may *not* be something you already do regularly, would do anyway if not in this class, or something you do for pay. Choose your recipient wisely and do not wait until April to get started on this. There are no bonus points for service greater than 7 hours. Note the following points about the service-learning experience:

1. Your reflection paper about the service learning will focus on issues of aging and the elderly.
2. The service you provide will serve (on an individual level) the general need of elderly people in our community to have more direct contact with younger people.
3. Performing the service is a course requirement, but also important is the reflection you will do in writing your paper. We will also reflect on your experiences in small-group and whole-class discussions.
4. It is important that the person(s) who receive your services be able to reflect on and evaluate your service. Otherwise we cannot really know whether the person(s) were well served.
5. Whether or not you are considering working with the elderly as a career, one purpose of this project is to encourage you to be more civically-minded, i.e., more aware of groups in our community with whom you might not normally spend time or think about.
6. Nobody is required to serve in a place that creates a religious, political, and/or moral conflict for you or the recipient of your service. That is, the experience should feel right to you both.
7. I trust you to be responsible for making this experience safe, enjoyable and meaningful, for both yourself and the person(s) you serve.

Service Learning Liability

Your service project requires you to go off-campus, where there may be potential risks. Please use good common sense and professional judgment. If a situation seems to pose any real threat to you, take whatever steps are necessary to protect yourself, i.e., remove yourself from the situation, do the service with a friend or small group. If you are not certain whether a situation poses a risk, please err on the side of caution. In addition, be considerate of those you serve. Some individuals whom you may serve may be in a heightened state of vulnerability and could be exploited. Please be aware of their rights as human beings, and take every step necessary to respect their dignity. If the person you serve acts in a bizarre fashion, or is making accusatory statements, act appropriately with respect to your own safety and the safety of the individual you serve. Finally, Southern Utah University assumes no responsibility for damage you may incur while engaging in this service learning project, nor will the University defend any damage you may cause as a result of your service.

Extra Credit

Bonus points may be earned by writing a paper (or papers) about 1 or 2 of the Optional Readings (not all 3). There is no penalty for not writing bonus papers. Details of extra credit will be explained in class.

Classroom Etiquette

We will show respect for others. Respect is shown in particular by getting to class on time, not leaving early, and listening when I call for your attention (and when other students are addressing the class). Laptops are allowed in class only for class purposes, and there is no texting or Facebooking (etc.) in class.

Late Assignments & Make-Ups

Homework and in-class assignments may be given without advanced notice. It is your responsibility to find out if homework was assigned on a day you missed class. Homework and in-class assignments are not accepted late. To take a make-up test, you must get advanced permission from me before the time of the actual test, based on a legitimate reason. Make-ups are generally more difficult than regular tests.

Concerns or Questions?

Please contact me immediately if you have any concerns or questions about your grades or anything else about our class. I keep my office door open and am ready to listen respectfully. It is best for all concerned that you express any concerns while they can still be remedied.

E-mail Etiquette

Use the eLearning "Mail" interface for correspondence. When sending me an e-mail message, (1) summarize your message in the "Subject" line ("Question" and "Hey" are NOT SUMMARIES); (2) have a salutation, for example "Dear Dr. Shwalb"; (3) write your *full* name at the beginning of the message, e.g., "This is Debbie Gorder", because I need to know who is writing to me; (4) write the course name and section number; and (5) do not expect an immediate reply.

Check eLearning/WebCT Regularly

Points for each assignment and exam will be posted promptly on eLearning. Attendance will not be posted on eLearning. Review sheets, class-wide e-mail messages, announcements, Powerpoints, and other documents will also be posted on eLearning. Check eLearning at least weekly.

The following are 5 university-wide statements.

ADA Statement

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at www.suu.edu/ad/facilities/emergency-procedures.html.

Academic Integrity

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services)

regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

HEOA Compliance Statement

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Details are at <http://www.suu.edu/it/p2p-student-notice.html>.

Note

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor. Any changes will be announced in class and posted on eLearning.

APPROXIMATE CALENDAR OF ACTIVITIES

Month	Day		Activity/Assignment	Ch. #
January	10	M	Course Introduction; Studying Adult Development & Aging	1
	12	W		
	14	F	Physical Changes	3
	17	M	<i>No Class: Martin Luther King Day</i>	
	19	W	<i>Last Day to Drop without "W"</i>	
	21	F	Longevity, Health & Functioning	4
	24	M		
	26	W	Person-Environment Interactions	5
	28	F		
	31	M	<i>Video or Guest Speaker TBA</i>	
February	2	W	Catch Up Day	
	4	F	<i>Review for Exam #1</i>	
	7	M	Exam #1	
	9	W	Attention & Memory	6
	11	F		
	14	M	Intelligence	7
	16	W		
	18	F	Social Cognition	8
	21	M	<i>Presidents Day Recess – No Class</i>	
	23	W	<i>Video or Guest Speaker TBA</i>	
	25	F		
	28	M	Personality	9
March	2	W		
	4	F	Catch Up Day	
	7	M	<i>Special Activity: TBA</i>	
	9	W	<i>Review for Exam #2</i>	
	11	F	Exam #2	
	14-18	MWF	<i>Spring Break</i>	
	21	M	Assessment, Mental Health & Mental Disorders	10
	23	W		
	25	F	Relationships	11
	28	M		
	30	W	<i>Special Activity: TBA</i>	
April	1	F	<i>Video or Guest Speaker TBA</i>	
	4	M		
	6	W	Catch Up Day	

	8	F	Work, Leisure & Retirement	12
	11	M	Service Learning Papers Due	
	13	W	<i>Video or Guest Speaker TBA</i>	
	15	F	<i>Video or Guest Speaker TBA</i>	
	18	M		
	20	W	Dying & Bereavement; Bonus Papers Due	13
	22	F	<i>No Class: Good Friday</i>	
	25	M		
	27	W	<i>Review for Final Exam</i>	
	29	F	Study Day	
May	2	Mon	Final Exam (11-12:50PM)	