

AGING AND ADULTHOOD
PSYC3311-001
FALL 2008

Time: Tuesdays and Thursdays 3:30-4:50 pm
Place: Life Sciences Building 100

Instructor: Pablo A. Mora, Ph.D.

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Office Hours: Wednesday 3:30 – 4:30 p.m. or by appointment

Course content: The purpose of this course is to provide a general introduction to the study of the developmental changes in psychological processes associated with aging. We will examine topics such as changes in the nervous system, cognitive processes, transitions in later life, mental and physical health, social relations, and death and dying. Although the main purpose of the course is to provide a theoretical basis for understanding aging, it is expected that students will be exposed to aging from an experiential perspective.

Objectives

- Explain the continuity of human development
- Understand biological, psychological, social, and environmental factors affecting older adults' well-being
- Identify the intellectual changes that occur during adulthood
- Describe the normal and abnormal physical and psychological changes that accompany the aging process
- Describe the social and work roles in adulthood and the development of relationships

Requirements: Prerequisite PSYC 1315

Required textbook and Course Material: Hayslip, B, Jr., Panek, P. E., & Patrick, J. H. (2008). Adult Development and Aging (4th Edition). Krieger:FL.

In addition, you will have to read research and review articles. This list of papers is already available at the library through e-reserve. I may assign 3 or 4 more pieces during class sessions.

Required articles:

- Becker, G., & Kaufman, S. R. (1995). Managing an uncertain illness trajectory in old age: patients' and physicians' views of stroke. *Medical Anthropology Quarterly*, 9(2), 165-187.
- Burke, G. L., Arnold, A. M., Bild, D. E., Cushman, M., Fried, L. P., Newman, A., et al. (2001). Factors associated with healthy aging: The Cardiovascular Health Study. *Journal of the American Geriatrics Society*, 49, 254–263.

- Byers, A. L., Levy, B. R., Allore, H. G., Bruce, M. L., & Kasl, S. V. (2008). When Parents Matter to Their Adult Children: Filial Reliance Associated With Parents' Depressive Symptoms. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 63(1), P33-40.
- Calvet, H. M. (2003). Sexually transmitted disease other than human immunodeficiency virus infection in older adults. *Clinical Infectious Diseases*, 36, 609–614.
- Carr, D., House, J. S., Wortman, C., Nesse, R., & Kessler, R. C. (2001). Psychological Adjustment to Sudden and Anticipated Spousal Loss Among Older Widowed Persons. *Journals of Gerontology B Psychological Sciences and Social Sciences*, 56(4), S237-248.
- Corner, L., & Bond, J. (2004). Being at risk of dementia: Fears and anxieties of older adults. *Journal of Aging Studies*, 18(2), 143-155.
- Huyck, M. H. (2001). Romantic Relationship in Later Life. *Generations*, 25(2), 9.
- Jones, C. J., & Meredith, W. (1996). Patterns of personality change across the life span. *Psychology & Aging*, 11(1), 57-65.
- Kaufman, S. R. (2000). Senescence, decline, and the quest for a good death: Contemporary dilemmas and historical antecedents. *Journal of Aging Studies*, 14(1), 1-23.
- Levy, B. R. (2003). Mind Matters: Cognitive and Physical Effects of Aging Self-Stereotypes. *Journals of Gerontology B Psychological Sciences and Social Sciences*, 58(4), P203-211.
- Leventhal, H., Rabin, C., Leventhal, E. A., & Burns, E. (2001). Health risk behaviors and aging. In J. E. Birren (Ed.), *Handbook of the psychology of aging* (5th ed., pp. 186-214). San Diego, CA, US: Academic Press.
- Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2004). Actual Causes of Death in the United States, 2000. *JAMA*, 291(10), 1238-1245.
- Oman, D., Reed, D., & Ferrara, A. (1999). Do elderly women have more physical disability than men do? *American Journal of Epidemiology*, 150(8), 834-842.
- Ouwehand, C., de Ridder, D. T., & Bensing, J. M. (2007). A review of successful aging models: Proposing proactive coping as an important additional strategy. *Clinical Psychology Review*, 27(8), 873-884.
- Park, D. C., Hertzog, C., Leventhal, H., Morrell, R. W., Leventhal, E., Birchmore, D., et al. (1999). Medication adherence in rheumatoid arthritis patients: older is wiser. *Journal of the American Geriatrics Society*, 47(2), 172-183.
- Rieker, P. P. and C. E. Bird (2005). "Rethinking gender differences in health: Why we need to integrate social and biological perspectives." *Journals of Gerontology Series B: Psychological Sciences & Social Sciences* 60B(2,SpecIssue): 40-47.
- Tate, R. B., Lah, L., & Cuddy, T. E. (2003). Definition of Successful Aging by Elderly Canadian Males: The Manitoba Follow-Up Study. *Gerontologist*, 43(5), 735-744.
- Torres, S. (2000). A culturally-relevant theoretical framework for the study of successful ageing. *Ageing & Society*, 19(01), 33-51.
- Zeiss, A. M., & Kasl-Godley, J. (2001). Sexuality in Older Adults' Relationships. *Generations*, 25(2), 18.

Descriptions of major assignments and examinations with due dates:

The course grade will be based on the following components:

Pop-Quizzes: There will be 4 pop-quizzes during the semester. The quizzes **may** consist of multiple choice, short answer, identification, and essay questions. They will cover material from the readings as well as from class lectures and discussions. Each quiz will be worth 5% for a total of 20 %.

The impact of physical changes paper: For this assignment you will be asked to interview an elderly individual (55 years of age or older). Explain to this adult that you are taking a class about adult development and that that you would like to ask them a couple of questions about their own aging process. Naturally, if the adult you have chosen is reluctant, then do not pressure them. Once you have found an adult who is willing to be interviewed, ask the person for permission to audiotape the conversation so that you might later review it during the writing of your paper. If the person prefers not to be audio recorded, take detailed notes of your interview. You must turn in your notes. More specific information on the structure and content of this assignment will be disseminated in class. This paper is due on November 25th 2008 and will be worth 30%.

Annotated bibliography: You need to choose a topic related to psychology and aging that is of your interest. Then, find 6 articles or book chapters which address some aspect of your topic and summarize each article on a separate sheet of paper with the reference for the article written in APA format at the top of the page. Present the summaries along with a 2-3 page review integrating the readings. Try to answer one or more of the following question when writing your review: (1) What is or is not known or not about the topic? (2) What are the controversial aspects of this research? (3) What are the limitations of the research? (4) What future directions should new researchers follow to advance this research area? The selection of the topic will be due on no later than October 23. The annotated bibliography will be due on December 9th 2008. This assignment will be worth 30%.

Class participation: Class participation will be worth 20%. Remember you must attend classes in order to participate.

Writing assignments will be typed, double spaced in 12 point font with 1 inch margins all around. A cover page with your name, the title of the paper, the date, course name and section is preferred. Appropriate citations should be used for any information/quotes you use from sources and must be in APA format. Papers must be free of significant spelling and grammatical errors.

Grade Distribution: Each evaluation will be scored from 0 to 100 and the final grade will consist of a weighted average of all components. Grades will be assigned based on the following distribution: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D, and 59% or below = F.

Drop Policy: A student may drop a course and receive a grade of “W” if done on or before October 31st, 2008. Students must receive official approval from the Professor to receive an “incomplete” grade.

Make-up Policy:

A make-up opportunity for missed exams or assignments may be given at the instructor's discretion, but only in those instances in which the absence is "excused." Excused absences include personal illness, emergencies in your immediate family, job interviews, and university sponsored trips among others. If possible, check in advanced before you make travel or other arrangements for planned absences. For unplanned absences, check with me as soon as possible

via email or in person. I may require a doctor's note or a university-approved document to excuse absences. There will be no make-up opportunities for unexcused absences.

Attendance & Participation:

Regular class attendance is essential for a comprehensive understanding of the subject matter. Material on exams will come from class meetings as well as from the textbook. For these reasons, attendance at all class sessions is encouraged. Remember that part of the final grade will depend on class participation. If a student who is invited to participate by the instructor is absent s/he will get a zero grade (0) unless university-approved documentation to excuse the absence(s) is provided.

If absent from a class, you are responsible for the material covered. I suggest that students exchange e-mail addresses and phone numbers with at least two other students the first day of class to make sure they can find out what they missed from them before the next class period. During class, please follow ordinary conventions of good manners and courtesy during the lectures and discussions. Socializing in class is disruptive to other students and to me.

Please plan to arrive on time and stay until the class is formally ended for the day. **Turn off all cell phones and beepers during class sessions.** See the instructor during the first week of class with any concerns about the cell phone/beeper policy (e.g., people caring for a child or a sick relative).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Final Review Week: A period of five class days prior to the first day of final examinations in

the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

This is a **tentative schedule** for the course. Be advised that **changes and additions will most likely occur.**

Date	Topic	Readings	Assignment
Week 1			
08/26	Introduction to the course, Overview	Ch 1;	
08/28	Aging process	Ch 1; Mokdad;	
09/02	Aging process	Tate; Torres;	
09/04	Aging process	Ouwehand,	
09/09	Physical changes	Burke; Levy	
09/11	Sexuality and aging	Ch 2	
09/16	Sexuality and aging	Calvet; Huyck; Zeiss	
09/18	Memory and Intelligence	Ch 3	
09/23	Memory and Intelligence	Ch 3	
09/25	Memory and Intelligence		
09/30	Personal relations	Ch 4	
10/02	Personal relations	Ch 4	
10/07	Personal relations	Ch 4; Byers	
10/09	Personal relations	Ch 5	
10/14	Personal relations	Ch 5	
10/16	Personality	Ch 6	
10/21	Personality	Ch 6; Jones	
10/23	Work, Leisure, and retirement	Ch 7	
10/28	Work, Leisure, and retirement	Ch 7	
10/30	Work, Leisure, and retirement	Ch 8	Selection of topic for Annotated Bibliography due
11/04	Work, Leisure, and retirement	Ch 8	
11/06	Social environmental context	Ch 9	
11/11	Social environmental context	Ch 9	
11/13	Psychological and Physical health	Ch 10; Kaufman	

11/18	Psychological and Physical health	Becker; Corner	
11/20	Psychological and Physical health	Oman; Rieker	
11/25	Psychological and Physical health	Park; Leventhal	Physical changes paper due
11/27	THANKSGIVING		
12/02	Death and dying	Ch 12,	
12/04	Death and dying	Ch 12; Carr	
12/09			Annotated Bibliography due
