

AGING AND ADULTHOOD
PSYC3311-001
SPRING 2009

Time: Tuesdays and Thursdays 3:30-4:50 pm
Place: Life Sciences Building 101

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.
- 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.
- Carr, D., House, J. S., Kessler, R. C., Nesse, R. M., Sonnega, J., & Wortman, C. (2000). Marital Quality and Psychological Adjustment to Widowhood Among Older Adults: A Longitudinal Analysis. *Journals of Gerontology Series B: Psychological Sciences & Social Sciences*, 55(4), S197-207.
- 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.
- 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.
- Löckenhoff, C. E., & Carstensen, L. L. (2004). Socioemotional Selectivity Theory, Aging, and Health: The Increasingly Delicate Balance Between Regulating Emotions and Making Tough Choices. *Journal of Personality*, 72(6), 1395-1424.
- 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.
- 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.
- Schulz, R., Mendelsohn, A. B., Haley, W. E., Mahoney, D., Allen, R. S., Zhang, s., et al. (2003). End-of-life care and the effects of bereavement on family caregivers of persons with dementia. *New England Journal of Medicine*, 349(20), 1936-1942.
- 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.
- 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 6 quizzes during the semester. The specific dates for each quiz will be announced during class sessions, **a session** before the quiz. 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. You are expected to be on time for each of the quizzes. If you arrive **more than 10 minutes late, you will not be allowed** to take the quiz. For make-ups see Make-up policy section below. Quizzes will be worth 20 %.

Interview examining the process of aging: For this assignment you will 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 him/her. 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. For this assignment, you will have to turn in two reports. In each report you are expected to analyze the interview using the psychological theory and research on adult development and aging covered in this course. More specific information on the structure and content of this assignment will be disseminated in class. Each paper will be worth 15% for a total of 30%. See due dates in the tentative schedule at the end of the syllabus.

Response papers: You will be asked to choose two films during the semester (I will provide you with a list later), view them and then write a critical analysis for each from the perspective of the psychological theory and research on adult development and aging covered in this course. Your paper should include a summary of the relevant psychological theory or theories and research on adult development and aging. You can cite information from the course textbook; however, you need to **use your own words** when discussing this information. Provide a one to two paragraph summary of the film at the beginning before you discuss this film analytically. Recommended length: 4-8 double-spaced pages. See due dates in the tentative class schedule at the end of the syllabus. Each paper will be worth 15%, for a total of 30%.

General instructions for writing assignments: Written 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. I will deduct points if these guidelines are not followed. Specific information regarding this will be provided along with the assignments.

Class attendance and participation: Everybody will begin the semester with 100 points for attendance and participation. Attendance will be taken 5 times during the semester on randomly determined class days. Students who are not present on these days will get 10 points deducted every time I take attendance. In addition, I will randomly call each student to participate 3 times during the semester, if the student is not prepared or absent, he or she will get up to 10 points deducted each time. I will only accept university-approved documentation to excuse absences. Class attendance and participation will be worth 20%. Remember, you must attend classes in order to participate.

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: 88-100% = A; 78-87% = B; 68-77% = C; 58-67% = D, and 57% 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 quizzes 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 (e.g., Dean's of Students, Department Chair, etc) 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 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
01/20	Introduction to the course, Overview		
01/22	Aging process	Ch 1	
01/27	Aging process	Tate; Ouwehand,	
01/29	Aging process	Levy	
02/03	Physical changes	Ch 2	
02/05	Physical changes	Ch 2	
02/10	Sexuality and aging	Huyck; Zeiss	
02/12	Memory and Intelligence	Ch 3	
02/17	IN-CLASS WORKSHOP		Librarian will demonstrate how to use electronic databases
02/19	Memory and Intelligence	Ch 3	
02/24	Memory and Intelligence	Ch 3	
02/26	Personal relations	Ch 4	
03/03	Personal relations	Ch 4; Löckenhoff	
03/05	Personal relations	Ch 5; Byers	
03/10	Personal relations	Ch 5	
03/12	Personal relations	Ch 5	
03/17	SPRING BREAK		
03/19	SPRING BREAK		
03/24	Personality	Ch 6	
03/26	Personality	Ch 6; Jones	
03/31	Work, Leisure, and retirement	Ch 7	First Response Paper Due
04/02	Work, Leisure, and retirement	Ch 7	
04/07	Work, Leisure, and retirement	Ch 8	
04/09	Work, Leisure, and	Ch 8	

	retirement		
04/14	Social environmental context	Ch 9	First Interview Report Due
04/16	Social environmental context	Ch 9	
04/21	Psychological and Physical health	Ch 10; Corner	
04/23	Psychological and Physical health	Ch 10; Schulz; Ch 11	
04/28	Psychological and Physical health	Ch 11; Leventhal	
04/30	Psychological and Physical health	Oman; Rieker Becker	Second Response Paper Due
05/05	Death and dying	Ch 12; Carr	
05/08	Death and dying	Ch 12	
05/14			Final interview report due
