

Syllabus

Course Overview

All adults, no matter their age, gender, income level, or educational level, experience different life events that mold and shape who they are. These events, whether they are positive or negative, help define them and help them develop the skills necessary to not merely survive but live life to the fullest. These events teach them valuable life lessons. The emotional, cognitive, and physical developments that adults experience are probably the main components in shaping their lives. In this course, you will examine the cognitive, the environmental, and the challenging and positive aspects of aging, which will help you gain a better understanding of what the average adult experiences throughout his or her life.

In addition, you will look at the different adult development theories and develop insights into the world of the aging population. You will focus on the psychological, biological, and social development of adults, and research various sources to expand your understanding of the aging process and how it affects society. You will examine the many ways in which society affects our perception of the aging process.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply psychology theories to current issues in adult development and aging.
- 2 Apply research findings from scholarly literature to current issues in adult development and aging.
- 3 Examine common mental health and psychosocial problems during adult development and aging.
- 4 Apply the critical thinking and communication skills and ethics expected of a professional in the field of adult psychology and aging.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Whitbourne, S. K., & Whitbourne, S. B. (2017). *Adult development and aging: Biopsychosocial perspectives* (6th ed.). Hoboken, NJ: Wiley. ISBN: 9781119257264.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Marchibroda, J. M. (2015). [New technologies hold great promise for allowing older adults to age in place](#). *Generations*, 39(1), 52–55.
- Sheehan, P. (2011). [Technology takes off in long-term care](#). *Long-Term Living*, 60(7), 66–70.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Foundation for Critical Thinking. (n.d.). [To analyze thinking we must identify and question its elemental structures](https://www.criticalthinking.org/ctmodel/logic-model1.htm). Retrieved from <https://www.criticalthinking.org/ctmodel/logic-model1.htm>
- The Critical Thinking Community. (n.d.). [Critical thinking: Where to begin](http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796). Retrieved from <http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796>
- [The Critical Thinking Community](http://www.criticalthinking.org/). (n.d.). Retrieved from <http://www.criticalthinking.org/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (n.d.). [Adult development and aging](http://www.apa.org/about/division/div20.aspx). Retrieved from <http://www.apa.org/about/division/div20.aspx>
- American Psychological Association. (n.d.). [APA psycCareers](http://www.psycareers.com/). Retrieved from <http://www.psycareers.com/>
- [American Psychological Association](http://www.apa.org/). (n.d.). Retrieved from <http://www.apa.org/>
- [Association for Adult Development and Aging](http://aadaweb.org/). (n.d.). Retrieved from <http://aadaweb.org/>
- [Association for Psychological Science](http://www.psychologicalscience.org/). (n.d.). Retrieved from <http://www.psychologicalscience.org/>
- [O*Net Online](http://www.onetonline.org/). (n.d.). Retrieved from <http://www.onetonline.org/>
- [Social Psychology Network](https://www.socialpsychology.org/). (n.d.). Retrieved from <https://www.socialpsychology.org/>
- Study.com. (n.d.). [Adult development and aging](https://study.com/directory/category/Liberal_Arts_and_Humanities/Human_and_Social_Services/Adult_Development_and_Aging.html). Retrieved from https://study.com/directory/category/Liberal_Arts_and_Humanities/Human_and_Social_Services/Adult_Development_and_Aging.html
- Study.com. (n.d.). [Psychology](https://study.com/article_directory/q_p/page/Psychology/q_p/Glossary_of_Career_Education_Programs.html). Retrieved from https://study.com/article_directory/q_p/page/Psychology/q_p/Glossary_of_Career_Education_Programs.html
- [U.S. Department of Health and Human Services](http://www.hhs.gov/). (n.d.). Retrieved from <http://www.hhs.gov/>

Unit 1 >> Adult Development Theories

Introduction

Wisdom comes with winters.

— Oscar Wilde

During this first unit, you will introduce yourselves to your peers and engage in a discussion about the changing demographics of the population and how it will affect society in the next era. It is important to understand how the different theories have added to our understanding of the aging population and how it can be applied to the real world.

Reference

Goodreads. (n.d.). Oscar Wilde quotes. Retrieved from <http://www.goodreads.com/quotes/136505-wisdom-comes-with-winters>

Learning Activities

u01s1 - Studies

Readings

Use your *Adult Development and Aging* text to read the following:

- Chapter 1, "Themes and Issues in Adult Development and Aging."
 - This first chapter will introduce you to the study of adult development and aging. The topics covered in this chapter, such as principles of aging and developmental factors within aging, will be useful to you as you complete the activities in this course.
- Chapter 2, "Models of Development: Nature and Nurture in Adulthood."
 - Pay close attention to the similarities of and differences among various aging models, such as individual-environment interactions models, sociocultural models, and psychological models.
- Chapter 3, "The Study of Adult Development and Aging: Research Methods."
 - Many different types of research designs and research methods are used when studying psychology. Some of the research designs are descriptive, correlational, and sequential designs. Research methods include laboratory studies, qualitative studies, surveys, and case reports. As you read this chapter, work on understanding the various types of research designs as well as the similarities of differences among the different types of research methods.

Outlines for Chapters

The author of your textbook has provided an outline for each chapter in your text. Review the following outlines for this unit:

- [Themes and Issues in Adult Development and Aging \[PDF\]](#).
- [Models of Development: Nature and Nurture in Adulthood \[PDF\]](#).
- [The Study of Adult Development and Aging: Research Methods \[PDF\]](#).

Multimedia

Complete the following Capella multimedia:

- **Facts of Aging Quiz.**
 - This quiz comprises various statements related to the aging process and older adults. The quiz is not graded, but it is the basis for the first discussion in this unit.
- **Adult Developmental Flash Cards.**
 - Your textbook provides a large number of glossary terms, indicated in bold in each chapter, and listed at the end of the book. Although it may seem like you will have a great many terms to memorize, the fact is that you will need to learn them anyway, and by having them provided in your glossary, you will find it easier to spot them when it comes time to review for your exams. Many learners like to study from flash cards, and we have developed flash cards for each unit in the course for you to use. The majority of these terms relate specifically to adult development and aging, but where we felt it was helpful for you to review a term that you may not have encountered for a while, we also included several terms of a more general nature.
 - You are not required to complete this flash card activity, but we strongly recommend that you take advantage of them as it will help you as you complete the activities in this course.
- **Current Issues in Aging Resource Accordion.**
 - This accordion file has been developed to provide you with many different resources related to the topics covered in this course. You can review them when you have found a topic of particular interest that you would like to further explore. These resources will also come in handy as you complete the activities in this course.
- **Applying Adult Development Theories.**
 - You will use this media to complete the unit assignment.

Checklist

In each unit of this course, you are provided with a checklist to help you organize your studies and successfully complete the unit activities. Each activity is structured to build upon previous work, so you will need to complete the activities in sequence. You can follow the steps in the checklist to complete the activities in order, and to track your progress. You can also use this checklist as a communication tool if you have questions about completing your activities. Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- [Unit 1 Checklist \[DOCX\]](#).

u01s1 - Learning Components

- Compare and contrast psychology theories relate to current issues in adult development and aging.
- Identify research findings that relate adult development theories to current issues in adult development and aging.
- Relate common mental health and psychosocial problems to theories of adult development and aging.

u01s2 - Capella Policies and Other Resources

Academic Honesty and Policies at Capella

The following Capella University policies will influence your course experience:

- [Academic Integrity and Honesty \[PDF\]](#).
 - Note that claiming another writer's work as your own is not tolerated at Capella.
- [Learner Code of Conduct \[PDF\]](#).
 - Note the importance of respect, collegiality, and ethical behaviors expected in your communications within the courseroom.

Writing and APA Resources

There are a number of resources to support your writing throughout the course. Please look at these resources as needed:

- [Prewriting](#).

Following are some of the APA resources:

- [APA Style and Format](#).
- [APA Module](#).
- [APA Style Paper Template \[DOCX\]](#).
- [Additional Guidelines for Formatting Papers \[PDF\]](#).

- [Writing Feedback Tool](#).
 - Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In this tool, click the linked resources for helpful writing information.

Smarthinking

Capella University has partnered with Smarthinking, a Web-based tutoring service, to provide you with an online tutor to help build your writing skills. It is recommended to take some time to look at the site and become familiar with how to access Smarthinking and begin working with a writing tutor. Look at the [Smarthinking Tutoring](#) page for more details.

SafeAssign

SafeAssign is a source matching tool that supports the development of your skills in preparing your written coursework. When you submit your work to SafeAssign, a report is generated that you can use to ensure that you have used your sources both ethically and effectively. The report will highlight any areas that could be of concern and might be considered plagiarism. SafeAssign does not provide feedback on your overall writing; it is only a tool to determine how well you have used your resources. It is very important that you always submit your work as a draft so that you can make revisions before submitting your final work for a grade.

You can learn more about how to use SafeAssign reports on the [SafeAssign Campus](#) page.

Using the Capella University Library and RefWorks

For many of the activities in this course, you are required to find peer-reviewed and scholarly articles for references. The Capella library is a good place to find these types of articles, and RefWorks can be used to collect, organize, and store the citations of the articles. Look at the following items to help you become more familiar with using the library and RefWorks.

Tour the Library

The following resources will help you understand how the Capella online library works:

- Begin by taking a look at the [Tour the Library](#) presentation, which will help you better understand Capella's online library.
- Look through the [Getting Started With the Library](#) resource to better understand how to use online libraries, such as the Capella library. You will find information on how to conduct searches, using the Journal and Book Locator, and so on.

How to Access Library Databases

You can access the library databases from Campus:

- Step 1: Access the resource [Databases A-Z: Undergraduate Studies](#).
- Step 2: From the dropdown menu entitled "Undergraduate Studies," select **Psychology (2)**. Consider any of the databases from that category.
- Step 3: Follow the search directions for the database and also consider the advance search options to find relevant resources.

Finding Peer-Reviewed and Scholarly Resources

Now that you have an understanding of how the Capella library works, it is time to know how to properly identify peer-reviewed and scholarly resources within the databases of the library. Use the [Find Scholarly & Peer-Reviewed Sources](#) page to get tips on how to find peer-reviewed and scholarly resources within the library.

RefWorks

[RefWorks](#) citation management software allows you to create a personal library of articles and websites, organize them into folders, and create APA reference lists (bibliographies). It is recommended to look at the RefWorks tutorials before beginning your library search. The directions in the tutorial will help you set up an account and save articles to your RefWorks folder.

Discussion and Feedback Guidelines

You are required to follow various guidelines when completing the discussion questions and the responses to your peers' posts. Your discussion participation grade will be determined using these guidelines. The following tools are available to you in each discussion activity within this course. Take a few minutes to look at each of them:

- [PSYC Discussion Participation Scoring Guide \[PDF\]](#).
- [G.R.E.A.T. Discussion and Feedback Guidelines With Checklist](#).

Critical Thinking Resources

One of the requirements for this course is to use your critical thinking skills as you create your discussion posts and complete your assignments. The following resources are provided to you to better understand what critical thinking means and what it entails:

- [The Critical Thinking Community](http://www.criticalthinking.org/). (n.d.). Retrieved from <http://www.criticalthinking.org/>
- The Critical Thinking Community. (n.d.). [Critical thinking: Where to begin](http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796). Retrieved from <http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796>
 - Review the section "Our Conception of Critical Thinking."
- Foundation for Critical Thinking. (n.d.). [To analyze thinking we must identify and question its elemental structures](https://www.criticalthinking.org/ctmodel/logic-model1.htm). Retrieved from <https://www.criticalthinking.org/ctmodel/logic-model1.htm>
 - Review the "Elements of Thought" wheel.

u01a1 - Applying Adult Development Theory

For your first assignment, you will utilize the Capella multimedia Applying Adult Development Theories. Three case studies are featured in this media piece. For each one of the case studies, you will use the space within the media to record your answers to the questions pertaining to that study.

After you have answered all of the questions to your satisfaction, you will save a copy of your work as a Word document and upload it to the assignment area.

Refer to the Applying Adult Development Theory Scoring Guide to understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Applying Adult Development Theories](#) | Transcript

[Writing Feedback Tool](#)

u01d1 - The Facts of Aging

Older adults are poor drivers. Or are they?

In this unit's studies, you completed the Facts of Aging Quiz multimedia. The quiz presented various statements about the aging process and older adults. Some of these statements were true, some partly true, and some false.

Generally, our attitudes and beliefs stem from our upbringings and are widely influenced by family values. In turn, family values are heavily influenced by societal and cultural norms. As a result, there are many social and cultural factors that affect our individual perceptions of aging and our treatment of older adults within the family and in our communities.

For this discussion, discuss what you learned about your current understanding of the aging process and older adults. Were you surprised by your score? Most people who have not studied gerontology get 40–50 percent of the questions wrong.

What did you learn from completing this questionnaire? Explore why you were able to answer some questions correctly, and what might have caused you to answer other questions incorrectly. How do you think that family values, societal, or cultural norms may have influenced your answers?

Response Guidelines

Respond to the posts of two peers. Compare and contrast the family values, societal, and/or culture norms they described in their posts with those you included in your post.

Please remember, this is a discussion, but it is a scholarly discussion. As such, your posts should reflect having read and applied the course material. Your discussion posts (initial and peer response posts) should contain in-text citations and reference lists, and follow current APA style and format.

Course Resources

Undergraduate Discussion Participation Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

[APA Style and Format](#)

[Facts of Aging Quiz](#) | Transcript

u01d1 - Learning Components

- Assess current level of knowledge related to the aging process and older adults.

Unit 2 >> Cognitive Aspects of Aging

Introduction

Nobody grows old merely by living a number of years. We grow old by deserting our ideals. Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul.

— **Samuel Ullman**

How does society view the aging process and how does the individual view aging? What are the ramifications of these perceptions? Research tells us that how aging is perceived affects how long an individual will live. A more positive outlook on the aging process may increase one's life expectancy as much as 7.5 years—even when age, health status, and other factors are considered. It is believed that a positive attitude about the aging process lowers mental stress and helps the individual to adapt to change in a more positive manner.

Reference

BrainyQuote. (2014). *Samuel Ullman quotes*. Retrieved from <http://www.brainyquote.com/quotes/quotes/s/samuelullm103893.html>

Learning Activities

u02s1 - Studies

Readings

Use your *Adult Development and Aging* text to read the following:

- Chapter 6, "Basic Cognitive Functions: Information Processing, Attention, and Memory."
 - As we get older, our reaction time, attention span, memory, and other cognitive functions may shift. As you read this chapter, think about how the information within the chapter correlates to what you experience in yourself or others around you.
- Chapter 7, "Higher-Order Cognitive Functions."
 - In this chapter, you will look at more complex cognitive functions, such as language and problem solving, and how they change as a person ages.
- Chapter 8, "Personality."
 - This chapter focuses on the personality of an adult and the theories surrounding personality, personality changes, and self-identity.
- Chapter 11, "Mental Health Issues and Treatment."
 - Once you have an understanding of personality and personality theories, it is time to look at various psychological disorders that can affect adults. Such disorders include depression and anxiety, obsessive-compulsive, and substance-related disorders. As you read this chapter, think about the challenges that can come from having one of these types of disorders.

Outlines for Chapters

The author of your textbook has provided an outline for each chapter in your text. Review the following outlines for this unit:

- [Basic Cognitive Functions: Information Processing, Attention, and Memory \[PDF\]](#).
- [Higher-Order Cognitive Functions \[PDF\]](#).
- [Personality \[PDF\]](#).
- [Mental Health Issues and Treatment \[PDF\]](#).

Multimedia

Complete the following Capella multimedia:

- Generational Themes.
- [Adult Development Flash Cards](#).
 - Your textbook provides a large number of glossary terms, indicated in bold in each chapter, and listed at the end of the book. Although it may seem like you will have a great many terms to memorize, the fact is that you will need to learn them anyway, and by having them provided in your glossary, you will find it easier to spot them when it comes time to review for your exams. Many learners like to study from flashcards, and we have developed flashcards for each unit in the course for you to use. The majority of these terms relate specifically to adult development and aging, but where we felt it was helpful for you to review a term that you may not have encountered for a while, we also included several terms of a more general nature.
 - You are not required to complete this flash card activity, but we strongly recommend that you take advantage of them as it will help you as you complete the activities in this course.
- Current Issues in Aging Resource Accordion.
 - This accordion file has been developed to provide you with many different resources related to the topics that are covered in this course. You can review them when you have found a topic that is of particular interest that you would like to further explore. These resources will also come in handy as you complete the activities in this course.

Checklist

Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- [Unit 2 Checklist \[DOCX\]](#).

u02s1 - Learning Components

- Identify resources that address a current policy issue related to mental health and psychological problems common to adult development and aging.
- Identify mental health and psychosocial problems that can occur during adult development and aging.

u02s2 - Assignment Preparation

Note: This is an introduction to your second assignment, which is due at the end of Unit 3. To allow yourself enough time to successfully complete this assignment, you should begin your work in this unit.

For the Unit 3 assignment, review a variety of resources that deal with current issues regarding mental health and psychosocial problems common to adult development and aging, and select one that is of particular interest to you. Using the Capella library and the Internet, identify at least five resources related to the aging issue you selected, and draft an informational PowerPoint presentation you could deliver to a local organization of your choice.

Review the [Capella University Library: PowerPoint Presentations](#) page to understand how to create PowerPoint presentation.

Also review the Current Issues in Adult Development and Aging Scoring Guide to understand the grading criteria for this assignment. It is recommended to start gathering and looking through the resources you would like to use for this assignment.

u02d1 - Diagnosing Mental Disorders in Older Adults

How can mental health professionals be better trained to diagnose mental disorders in older adults?

In your chapter readings for this unit, your textbook described some of the challenges involved in diagnosing mental disorders in older adults. Additionally, you have reviewed the Capella multimedia Generational Themes.

Based on your studies, compare and contrast factors that should be considered when diagnosing an older adult versus a younger adult. Support your discussion with recent, relevant peer-reviewed resources. Your Current Issues in Aging Resource Accordion file contains a variety of resources to help you complete this post.

Response Guidelines

Respond to at least two of your peers. Provide feedback on their posts, ask clarifying questions about their resources, and suggest additional information that might be added to clarify your peers' understanding of generational themes and mental disorders in the aging population.

Please remember, this is a discussion, but it is a scholarly discussion. As such, your posts should reflect having read and applied the course material. Your discussion posts (initial and peer response posts) should contain in-text citations and reference lists, and follow current APA style and format.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[G.R.E.A.T. Discussion and Feedback Guidelines With Checklist](#)

[APA Style and Format](#)

[Current Issues in Aging Resource Accordion | Transcript](#)

[Generational Themes | Transcript](#)

u02d1 - Learning Components

- Discuss ways mental health professionals can be better trained to diagnose mental disorders in older adults.

u02d2 - Mental Health Services

Imagine you are supervising Dave, an older adult who is nearing retirement. In the past, Dave has been an excellent employee. However, recently you have noticed that Dave has been making noticeable mistakes—overlooking important details, arriving at work late, and forgetting things. He has also been short-tempered on a couple of occasions. Reflecting on your own work place, what steps would you take to address the issues you have observed. What resources are available at your workplace to help you deal with this issue, as well as resources to help Dave?

Response Guidelines

Read the posts by other learners and respond to at least two. Compare and contrast the services available at your workplace.

Please remember, this is a discussion, but it is a scholarly discussion. As such, your posts should reflect having read and applied the course material. Your discussion posts (initial and peer response posts) should contain in-text citations and reference lists, and follow current APA style and format.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[G.R.E.A.T. Discussion and Feedback Guidelines With Checklist](#)

[APA Style and Format](#)

u02d2 - Learning Components

- Describe methods for dealing with an aging employee who is exhibiting problem behaviors.

Unit 3 >> Environmental Aspects of Aging

Introduction

Biological age and chronological age are not the same. Chronological age is our actual age based on the number of years since birth. Biological age refers to how fast or slow the body is aging. This means that although a person's chronological age is 40, they may have no visible wrinkles and look as though they are closer to 30 years old. This person is aging slowly and they are in good health. Signs of biological aging are the things that start to go wrong with our bodies as we get older. Close relationships form an important component of adult life. Development in adulthood and later life interact in important ways with the ties that people have with others (Whitbourne & Whitbourne, 2014).

References

Albom, M. (1997). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson*. New York, NY: Random House.

Whitbourne, S. K., & Whitbourne, S. B. (2014). *Adult development and aging: Biopsychosocial perspectives* (5th ed.). Hoboken, NJ: Wiley.

Learning Activities

u03s1 - Studies

Readings

Use your *Adult Development and Aging* text to read the following:

- Chapter 4, "Physical Changes."
 - This chapter focuses on the physical changes that occur in adults as they age. This includes appearance, body build, mobility, vital bodily functions, bodily control systems, and sensation and perception.
- Chapter 5, "Health and Prevention."
 - As a person becomes older, they become more at risk for various health issues. This chapter investigates a variety of health issues, such as cardiovascular system diseases, cancer, musculoskeletal system disorders, and neurocognitive disorders that may occur in an aging adult.

Outlines for Chapters

The author of your textbook has provided an outline for each chapter in your text. Review the following outlines for this unit:

- [Physical Changes \[PDF\]](#).
- [Health and Prevention \[PDF\]](#).

Multimedia

Complete the following Capella multimedia:

- Policy and the Older American.
- [Aging in the United States – By the Numbers](#).
- [Adult Development Flash Cards](#).
 - Your textbook provides a large number of glossary terms, indicated in bold in each chapter, and listed at the end of the book. Although it may seem like you will have a great many terms to memorize, the fact is that you will need to learn them anyway, and by having them provided in your glossary, you will find it easier to spot them when it comes time to review for your exams. Many learners like to study from flashcards, and we have developed flashcards for each unit in the course for you to use. The majority of these terms relate specifically to adult development and aging, but where we felt it was helpful for you to review a term that you may not have encountered for a while, we also included several terms of a more general nature.
 - You are not required to complete this flash card activity, but we strongly recommend that you take advantage of them as it will help you as you complete the activities in this course.
- Current Issues in Aging Resource Accordion.
 - This accordion file has been developed to provide you with many different resources related to the topics that are covered in this course. You can review them when you have found a topic that is of particular interest that you would like to further explore. These resources will also come in handy as you complete the activities in this course.

Checklist

Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- [Unit 3 Checklist \[DOCX\]](#).

u03s1 - Learning Components

- Identify aspects of aging as they relate to basic and high-order cognitive functions.
- Identify mental health and psychosocial problems that can occur during adult development and aging.

u03a1 - Current Issues in Adult Development and Aging

In this unit's study, you reviewed the Capella multimedia Policy and the Older American. This timeline identifies social policies created to address the needs of older Americans from the early 1900s through 2016.

Many of the policies outlined in the media deal with some of the mental health and psychosocial problems common to adult development and aging, such as the establishment of The National Institute on Aging in 1974, the Family and Medical Leave Act on 1996, the Medicare Modernization Act of 2003, and the reauthorization of the Older Americans Act in 2016.

According to O'Brien (2014):

The oldest baby boomers turned 60 in 2006, and when the trend peaks in 2030, the number of people over age 65 will soar to 71.5 million—which is one in every five Americans. This is twice the number as in 2000. (para. 2)

This gradual population increase of those over 65 has created a continuous need for services and government policies that target this growing population. There are any number of issues relating to mental health and psychosocial problems on the horizon for America's aging population. A few examples include Social Security, Medicare, Alzheimer's, Long-Term Care, VA Administration, prescription costs, social services available for senior citizens, and government programs such as Meals on Wheels.

Instructions

For this assignment, review a variety of resources that deal with current issues regarding mental health and psychosocial problems common to adult development and aging, and select one issue that is of particular interest to you. Using the Capella library and the Internet, identify at least five resources related to the aging issue you selected, and draft an informational PowerPoint presentation you could deliver to a local organization of your choice.

You may review the library guide on PowerPoint presentations given in the resources.

Review the Current Issues in Adult Development and Aging Scoring Guide to understand the requirements and grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Reference

O'Brien, S. (2014). Why American communities are not prepared for an aging population. Retrieved from http://seniorliving.about.com/od/babyboomers/a/aging_populatio.htm

Course Resources

[Capella University Library: PowerPoint Presentations](#)

[Writing Feedback Tool](#)

[Policy and the Older American](#) | Transcript

u03d1 - Health and Prevention

In your chapter readings for this unit, your textbook outlined some of the physical changes that are part of the aging process, as well as preventive measures that can help aging adults eliminate or lessen some of the physical conditions that oftentimes accompany old age. Additionally, you reviewed the Capella multimedia Aging in the United State – By the Numbers.

For this discussion, review as much of your family medical history as you can gather, and also take a look at your current lifestyle. Using this information as a guide, discuss what changes you can make to your current lifestyle that can help you avoid some of the physical challenges involved with aging.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback. What questions do you have about their plans to improve their current lifestyles? Elaborate on their initial posts with additional thoughts or suggestions you may have.

Please remember, this is a discussion, but it is a scholarly discussion. As such, your posts should reflect having read and applied the course material. Your discussion posts (initial and peer response posts) should contain in-text citations and reference lists, and follow current APA style and format.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[G.R.E.A.T. Discussion and Feedback Guidelines With Checklist](#)

[APA Style and Format](#)

[Aging in the United States – By the Numbers](#) | Transcript

u03d1 - Learning Components

- Identify preventive measures that can be adopted to help alleviate aging and physical conditions in old age.

Unit 4 >> Challenging Aspects of Aging

Introduction

It's very simple. As you grow, you learn more. If you stayed at twenty-two, you'd always be as ignorant as you were at twenty-two. Aging is not just decay, you know. It's growth. It's more than the negative that you're going to die, it's also the positive that you understand you're going to die, and that you live a better life because of it.

— Mitch Albom

We are told that the aging process has negative effects on many. Many of these negative changes of aging are a result of illness and not from getting older. As we get older, there is a fear of loss of memory. Researchers are studying the interaction of memory changes and sense of personal power, confidence, and individuality. The strategies to help aging is achieved through coping mechanism, overall happiness, life satisfaction, social comparisons, and the use of identity adaptation in forming a life story (Whitbourne & Whitbourne, 2014).

References

Albom, M. (1997). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson*. New York, NY: Random House.

Whitbourne, S. K., & Whitbourne, S. B. (2014). *Adult development and aging: Biopsychosocial perspectives* (5th ed.). Hoboken, NJ: Wiley.

Learning Activities

u04s1 - Studies

Readings

Use your *Adult Development and Aging* text to read the following:

- Chapter 12, "Long-Term Care."
 - A large number of aging adults are being taken care of by a relative. These family caregivers are an important part of our society. Without them, the cost of health care would go up, hospital stays would be increased, and the cost of in-house nursing care would go up. Read this chapter to learn more about family caregivers, as well as other types of caregiving available for the older generation.
- Chapter 13, "Death and Dying."
 - This chapter talks about the effects of loved ones dying, including the feel of loss, sociocultural perspectives, end-of-life care, and so on.

Use the Capella library to read the following:

- Marchibroda, J. M. (2015). New technologies hold great promise for allowing older adults to age in place. *Generations*, 39(1), 52–55.
- Sheehan, P. (2011). Technology takes off in long-term care. *Long-Term Living*, 60(7), 66–70.

Outlines for Chapters

The author of your textbook has provided an outline for each chapter in your text. Review the following outlines for this unit:

- [Long-Term Care \[PDF\]](#).
- [Death and Dying \[PDF\]](#).

Multimedia

Complete the following Capella multimedia:

- Significant Events in the History of Long-Term Care.
- The Regulatory and Political Environment of Long-Term Care.
- [Adult Development Flash Cards](#).
 - Your textbook provides a large number of glossary terms, indicated in bold in each chapter, and listed at the end of the book. Although it may seem like you will have a great many terms to memorize, the fact is that you will need to learn them anyway, and by having them provided in your glossary, you will find it easier to spot them when it comes time to review for your exams. Many learners like to study from flashcards, and we have developed flashcards for each unit in the course for you to use. The majority of these terms relate specifically to adult development and aging, but where we felt it was helpful for you to review a term that you may not have encountered for a while, we also included several terms of a more general nature.
 - You are not required to complete this flash card activity, but we strongly recommend that you take advantage of them as it will help you as you complete the activities in this course.
- Current Issues in Aging Resource Accordion.
 - This accordion file has been developed to provide you with many different resources related to the topics that are covered in this course. You can review them when you have found a topic that is of particular interest that you would like to further explore. These resources will also come in handy as you complete the activities in this course.

Checklist

Read each unit checklist at the start of each unit and use it however it will be most helpful for you.

- [Unit 4 Checklist \[DOCX\]](#).

u04s1 - Learning Components

- Identify issues related to long-term care.
- Identify options available for long-term and end-of-life care.

u04s2 - Assignment Preparation

Your final course assignment is due in Unit 5. For this assignment, you will be conducting a survey of the resources related to adult development and aging in your community.

You will be expected to locate the epidemiological and demographic information related to your community, and describe the implications for services in your community. You will then identify the current resources provided in your community. You will use this information to determine if the services currently in your community are sufficient to serve the population, both now and in the near future. You will provide recommendations based on your findings.

To successfully complete this assignment, it will be necessary for you to begin your work in this unit. Refer to your Current Issues in Aging Resources Accordion from this unit's first study to access the websites of the agencies you will use to gather your epidemiological and demographic information you will need.

Refer to the Survey of Community Resources Scoring Guide to provide you with further explanation of what is required. Be sure to contact your instructors with any questions you may have.

u04d1 - The Use of Technology in Long-Term Care

In the past several years, there have been many advances in technology designed to support the adult and aging population in their day-to-day lives. For example, medical alert necklaces ("Help, I've fallen and I can't get up!") and lift chairs that assist seniors in rising from a sitting position. Many of these technologies allow seniors to continue to live independently in their homes for a longer period of time, and in some cases, save the lives of people who choose to live alone.

For this discussion, search the Capella library, the Internet, local publications, et cetera, and find a senior-assisted technology that you find interesting. Share the results of your search—why it interests you, how it works, and why it is of such value to seniors. Share your source of information; additionally, support your post with a minimum of one scholarly journal article related to the chosen technology.

Response Guidelines

Respond to the posts of at least two of your peers. Select posts that describe technology that is new to you, and share your thoughts about its use and effectiveness in improving the quality of life for senior citizens.

Please remember, this is a discussion, but it is a scholarly discussion. As such, your posts should reflect having read and applied the course material. Your discussion posts (initial and peer response posts) should contain in-text citations and reference lists, and follow current APA style and format.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[G.R.E.A.T. Discussion and Feedback Guidelines With Checklist](#)

[APA Style and Format](#)

u04d1 - Learning Components

- Identify technological advances that can assist older adults as they age.

u04d2 - Cultural Response to End-of-Life Issues

The practices and customs surrounding death can vary depending upon culture, religion, and sometimes geographical location. For example, one family may choose immediate burial, while other cultures traditions include practices such as visitations and prayer services that can last for a number of days. There are also practices such as burial at sea, cremation, and scattering of the ashes in a variety of locations for sentimental reasons.

For this discussion, discuss the practices that surround death and dying as they relate to cultures and/or traditions that you practice, or that are of interest to you. Describe the practices, and what drives them. Support your post with materials that can provide further information for your peers.

Response Guidelines

Respond to the posts of at least two of your peers. Select posts that differ from yours. Describe what you found most interesting about the practices described by your peers.

Please remember, this is a discussion, but it is a scholarly discussion. As such, your posts should reflect having read and applied the course material. Your discussion posts (initial and peer response posts) should contain in-text citations and reference lists, and follow current APA style and format.

Course Resources

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[APA Style and Format](#)

- Compare and contrast practices and beliefs among different populations regarding death and dying.

Unit 5 >> Positive Aspects of Aging

Introduction

Expressing your enthusiasms can add years of creative life to your time on earth.

— **Marsha Sinetar**

The process of successful aging involves being able to overcome the threats to physical and psychological wellbeing presented by the aging process. Successful aging also involves the ability to become engaged with life in terms of both relations and productive activity. Successful cognitive aging refers to individuals who perform above average compared to their age group while subjective wellbeing includes life satisfaction. Research studies explain this phenomenon when the individual evaluates his or her life—negative and positive events—and believes that the positive aspects outweigh the physical, psychological, and social losses of growing old. It is not just viewing growing old from the physical perspective but evaluating events in terms of wellbeing and self-satisfaction that gives life its significance.

Reference

Sinetar, M. (1995). *To build the life you want, create the work you love: The spiritual dimension of entrepreneuring*. New York, NY: St. Martin's Griffin.

Learning Activities

u05s1 - Studies

Readings

Use your *Adult Development and Aging* text to read the following:

- Chapter 9, "Relationships."
 - This chapter takes a closer look at various aspects of relationships, such as marriage, divorce, and remarriage. It also discusses aspects of same-sex relationships. The chapter also focuses on the other dynamics, such as parenthood and empty nest syndrome.
- Chapter 10, "Work, Retirement, and Leisure Patterns."
 - As you read this chapter, pay particular attention to work patterns of adults, the connection between work and personal time, stress caused by work, and patterns of adults who are retired.
- Chapter 14, "Successful Aging."
 - When we think of aging, many times, negative thoughts come to mind. However, aging can be positive and successful. With aging comes experience, creativity, and satisfaction. As you read this chapter, keep your mind open as to what new experiences can be opened up while aging.

Outlines for Chapters

The author of your textbook has provided an outline for each chapter in your text. Review the following outlines for this unit:

- [Relationships \[PDF\]](#).
- [Work, Retirement, and Leisure Patterns \[PDF\]](#).
- [Successful Aging \[PDF\]](#).

Multimedia

Complete the following Capella multimedia:

- [Adult Development Flash Cards](#).
 - Your textbook provides a large number of glossary terms, indicated in bold in each chapter, and listed at the end of the book. Although it may seem like you will have a great many terms to memorize, the fact is that you will need to learn them anyway, and by having them provided in your glossary, you will find it easier to spot them when it comes time to review for your exams. Many learners like to study from flashcards, and we have developed flashcards for each unit in the course for you to use. The majority of these terms relate specifically to adult development and aging, but where we felt it was helpful for you to review a term that you may not have encountered for a while, we also included several terms of a more general nature.

- You are not required to complete this flash card activity, but we strongly recommend that you take advantage of them as it will help you as you complete the activities in this course.
- Current Issues in Aging Resource Accordion.
 - This accordion file has been developed to provide you with many different resources related to the topics that are covered in this course. You can review them when you have found a topic that is of particular interest that you would like to further explore. These resources will also come in handy as you complete the activities in this course.

Checklist

Read each unit checklist at the start of each unit and use it however it will be most helpful for you.

- [Unit 5 Checklist \[DOCX\]](#).

u05s1 - Learning Components

- Identify positive aspects of aging, and the resources necessary to promote a positive aging experience.

u05s2 - Career and Educational Resources

Educational and Career Resources

Adult development and aging studies look at the human lifespan and other topics related to aging and the aging population. The over-65 adult population is increasing and more professionals are needed in the field of adult development and aging. Careers and programs for the aging adult focus on the psychological, biological, and social development of this population. The following information will give you an understanding of what types of careers are available and what type of education is needed, if you intend to pursue a career in adult development and aging.

Information on Education

You may review the following:

- [What Can I Do With a PhD in Psychology With a Specialization in Educational Psychology \[PDF\]](#).
- Study.com. (n.d.). [Adult development and aging](https://study.com/directory/category/Liberal_Arts_and_Humanities/Human_and_Social_Services/Adult_Development_and_Aging.html). Retrieved from https://study.com/directory/category/Liberal_Arts_and_Humanities/Human_and_Social_Services/Adult_Development_and_Aging.html
- Study.com. (n.d.). [Psychology](https://study.com/article_directory/q_p/page/Psychology/q_p/Glossary_of_Career_Education_Programs.html). Retrieved from https://study.com/article_directory/q_p/page/Psychology/q_p/Glossary_of_Career_Education_Programs.html

Information on Careers

You may review the following:

- American Psychological Association. (n.d.). [APA psycCareers](http://www.psyccareers.com/). Retrieved from <http://www.psyccareers.com/>
- [Social Psychology Network](https://www.socialpsychology.org/). (n.d.). Retrieved from <https://www.socialpsychology.org/>
- [U.S. Department of Health and Human Services](http://www.hhs.gov/). (n.d.). Retrieved from <http://www.hhs.gov/>

Information on Professional Organizations and Other Industry Information

You may review the following:

- [American Psychological Association](http://www.apa.org/). (n.d.). Retrieved from <http://www.apa.org/>
- American Psychological Association. (n.d.). [Adult development and aging](http://www.apa.org/about/division/div20.aspx). Retrieved from <http://www.apa.org/about/division/div20.aspx>
- [Association for Psychological Science](http://www.psychologicalscience.org/). (n.d.). Retrieved from <http://www.psychologicalscience.org/>
- [Association for Adult Development and Aging](http://aadaweb.org/). (n.d.). Retrieved from <http://aadaweb.org/>
- [O*Net Online](http://www.onetonline.org/). (n.d.). Retrieved from <http://www.onetonline.org/>

u05a1 - Survey of Community Resources

Imagine that you are participating in a roundtable for various professionals who work with older adults. There are people from skilled nursing facilities, older adult daycare facilities, and human services and public health representatives, and others. You are representing your community center for aging services and have been asked to provide an analysis of the services provided for older adults in your community.

To successfully complete this analysis, you must complete the following:

- **Epidemiological and Demographic Information.**
 - Locate the epidemiological and demographic information on older adults in your community, using sites such as the United States Census Bureau, Us Department of Health & Human Services, and the World Health Organization.
 - Pay particular attention to cultural, ethnic, and gender data, as this information will help drive your assessment of the level and quality of services in your community.
 - Analyze the implications for services in your community, using the epidemiological, census, and population data you located.
- **Survey of Community Resources.**
 - Use the Internet, the telephone book, and the local newspaper to locate services for the aging provided in your community.
 - Describe the needs met and services provided by each organization or agency.
- **Analysis of Community Resources.**
 - Using the information you have gathered regarding the demographics of your community and the local resources offered, analyze the level and quality of services in your community.
 - Are adequate services being provided?
 - What are the weak areas in service coverage?
 - What does your community do well?
 - Are the services at risk of being overwhelmed by anticipated needs?
- **Recommendations.**
 - Propose recommendations and strategies designed to address needs that are not being met.
 - Describe how theories in adult development and aging informed your recommendations.
 - Support your recommendations by citing 3–5 peer-reviewed articles that address the current issues in adult aging and development.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

u05d1 - Planning for Your Retirement

A great quote from Carl Jung, the famous psychoanalyst, is: "One cannot live the afternoon of life according to the program of life's morning; for what was great in the morning will be of little importance in the evening" (Goodreads, n.d.). Even though growing older offers challenges, there are many rewarding and positive aspects of aging that balance the negative stereotypes associated with it. The later years are significant and can be rewarding.

For this discussion, develop and share with your peers your retirement plan. Your plan should include:

- Where do you plan to live?
- What interests do you want to pursue?
- How much money will you need to pursue your chosen lifestyle?
- What do you need to do now to make your retirement plans a reality?
 - Where you would like to retire? Research the area.
 - What do you need to do to maintain or regain your health?
 - What financial plans do you need to make today to live the retirement of your dreams?

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on their plan. Be sure to offer suggestions and/or resources that might help them achieve their goals.

Reference

Goodreads. (n.d.). Quotes by C.G. Jung. Retrieved from <http://www.goodreads.com/quotes/131993-thoroughly-unprepared-we-take-the-step-into-the-afternoon-of>

Course Resources

Undergraduate Discussion Participation Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u05d1 - Learning Components

- Identify positive aspects of aging, and the resources necessary to promote a positive aging experience.
- Develop plans for a successful retirement.