

**PS-114: Developmental Psychology II: Aging and Adulthood (Online)**

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DC Office Hours: By appointment

**General Online Course Information**

Most of the work for the course will be done asynchronously. That is, I will post assignments on Blackboard in individual weekly folders for each day/week and you will respond to them. I will logon to chat during “posted” office hours and you can contact me then. You can also send an email if you have a personal question or make a post on the “Ask a Question” forum on the Discussion Board if you have a general question.

**IMPORTANT:** IT IS THE STUDENT’S RESPONSIBILITY TO INSURE THEY HAVE CONSISTENT, WORKING ACCESS TO A COMPUTER AND BLACKBOARD FOR THE SUCCESSFUL COMPLETION OF THIS COURSE!! *Keep me posted and let me help!*

Each student is expected to be able access the Internet, download files, **use DC e-mail** (including the ability to send attachments), view, create, and attach Power Point presentations, and other basic computer/Internet skills. If you have any technical/access concerns please contact the Academic Technology Office at (845) 848-4017 and [lisa.surless@dc.edu](mailto:lisa.surless@dc.edu), or <http://onlinecoursesupport.com/dc>.

**Purpose and Scope:**

This course will serve as an examination of human development from early adulthood until death, with men and women seen as constantly changing beings. Relevant theoretical and research information provides the student with an understanding of human functioning from maturity onward, of the individual's attempts to adapt to different life stages and crises, as well as the individual's attempts to satisfy his or her changing needs, experience joy and satisfaction, and achieve actualization.

**Text:**

Cavanaugh, J.C., & Blanchard-Fields, F. (2019). Adult development and aging (8<sup>th</sup> ed.), Belmont, CA: Wadsworth.

**Course Goals:** At the end of this course, students will be able to:

1. Explain in a clear and objective way basic developmental concepts as they apply to adult development.
2. Consider diverse perspectives, beliefs, and values in relation to their own cultural frameworks.
3. Discuss the influence of heredity, environment, and culture on adult development.
4. Analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions in developmental psychology.
5. Identify the prominent historical and contemporary figures associated with the major developmental theories.
6. Describe the scientific methods employed to study development and discuss the ethical dimension of conducting research.

**Course Requirements:** (ALL due dates are provided on both the Course Calendar:

1. Reading Quizzes: (25%) - Given the online format, it is important to have an objective measure of your command of the fundamental principles of each content module. Therefore, there will be a brief reading quizzes (multiple choice) of chapter material. The quizzes are available on Blackboard in each weekly folder. They are untimed, and can be taken at any point prior to the due date once it is announced they are available.

2. Personal Applications (20%) – 8 (eight) writing reflection assignments are provided to correspond to major concepts in this course. A link will be available to *Journals* in each folder, and each student will write a brief reflection based on the question/topic/source presented. Each application should be 1-2 pages in length and should include information from your readings, discussions, AND your own life experiences. Please incorporate both text concepts AND personal experiences in your work.

3. Discussion Boards (20%) – participation all discussion boards is required; each board will correspond to a developmental period covered in this class. Each student is expected to participate at least three times to each forum over the course of the availability period (posted on each forum)– once with an initial comment and next with constructive comments to your classmates (simply “Good comment” or “I agree” is NOT a full credit response; your goal is to move the conversation forward by asking a question or giving additional information). Again, please incorporate both text concepts and personal experience and follow the Grading Rubric for full credit.

4. Independent Component: Adulthood and Aging Film Analysis (15%) - *As approved by the New York State Department of Education, DC Online three-credit courses are 5.5 hours short of the required 37.5 hours of virtual seat time. To compensate for this reduced seat time, 15% of the final grade for each course consists of a substantial “Independent Component” (i.e., X-HRS) made up of additional embedded activities and an assignment that go beyond the course’s standard reading, writing, and other homework assignments.*

Films can help students learn new and complex topics, provide an alternative to traditional text readings, and demonstrate a different point of view. For this assignment you will watch a film from the list provided and write an in depth critique addressing several themes in adult development. Both your text and TWO additional outside sources must be used as support. A list of films and the critique questions are available in the Assignments folder on Blackboard.

5. Research Component: Annotated Bibliography and Summary (20%) -Students will develop a research question (with approval!) that interests them in the field of General Psychology. Each student will read and analyze **three** (3) journal articles using the article analysis template available on Blackboard and use this research to answer your research question. This research is solely academic in nature (*journal articles ONLY – no websites or popular periodicals*). Each student will write a one-page analysis of each article, as well as a one-page conclusion/summary of his or her research findings (APA style!), according to the template and Grading Rubric on Blackboard. Additional details are available in *Assignments*.

**Policies and Procedures** – Students in this course are expected to abide by all policies and procedures stated in the *Student Handbook* [<https://www.dc.edu/wp-content/uploads/2018/08/2018-19-Student-Undergrad-Handbook.pdf%5D>]. You are also encouraged to make use of the many resources that the College provides to enhance your learning experience. Give particular attention to the following parts of the *Handbook*:

a. Academic Success Center (ASC) – please see pages 25-26.

- b. Special Services – please see page 47. Accommodations will be made for students as needed, however, it is the student’s responsibility to remind the professor before every assignment requiring accommodations that such actions are necessary.
- c. Title IX/NYS Education Law 129B – please see pages 24-25 and 81.
- d. Academic Integrity – please see pages 22-24. In addition to what is stated in the *Handbook*, in this course violations of academic integrity will be dealt with as follows  
:1<sup>st</sup> violation – 0% on assignment, no make-up allowed  
:2<sup>nd</sup> violation – course failure

## COURSE CALENDAR

DATE	TOPIC	READINGS
Week #1 (3/5-3/8)	Studying Adult Development and Aging Neuroscience as a Basis for Adult Development & Aging <i>DUE: Introductions Discussion Board</i> <i>Discussion Boards #1: What’s your Age?</i> <i>Personal Application #1: Event of a Lifetime</i> <i>Chapter 1 &amp; 2 Reading Test</i>	Chapt. 1 & 2
Week #2 (3/11-3/15)	Physical Changes Longevity, Health, and Functioning <i>DUE: Chapter 3 &amp; 4 Reading Test</i> <i>Personal Application #2: It’s Never Too Early</i> <i>Discussion Boards #2: Do I Look Old to You?</i>	Chapt. 3 & 4
Week #3 (3/18-3/22)	Where People Live: Person-Environment Interactions <i>DUE: Chapter 5 Reading Test</i> <i>Personal Application #3: What is Your P-E Fit?</i> <i>Discussion Board #3: Living in a Nursing Home?</i>	Chapt. 5
Week #4 (3/25-3/29)	Attention and Memory Intelligence <i>DUE: Chapter 6 &amp; 7 Reading Test</i> <i>Personal Application #4: Remember When</i> <i>Discussion Boards #4: Autobiographical Memories</i>	Chapt. 6 & 7
Week #5 (4/1-4/5)	Social Cognition <i>DUE: Chapter 8 Reading Test</i> <i>Personal Application #5: What a Geezer</i> <i>Discussion Boards #5: Stereotypes</i>	Chapt. 8
Week #6 (4/8-4/12)	Personality <b>AND</b> C10: Clinical Assessment, Mental Health, Mental Disorders <i>DUE: Chapter 9 &amp; 10 Reading Test</i> <i>Personal Application #6: Erikson and You</i> <i>Discussion Board #6: To Know or Not to Know</i>	Chapt. 9 & 10

- Week #7 (4/15-4/19) Relationships  
Work, Leisure and Retirement Chapt. 11 & 12  
DUE: *Chapters 11 & 12 Reading Test*  
*Personal Application #7: Ten Things I Like about You*  
*Discussion Boards #7: Love, Love, Love*  
*Independent Component*
- Week #8 (4/22-4/25) Dying and Bereavement Chapt. 13 & 14  
Successful Aging  
DUE: *Chapters 13 & 14 Reading Tests*  
*Personal Application #8: Success*  
*Discussion Boards #8: But I'm Not Dead Yet*  
*Annotated Bibliography*