



## PSS 253: Adulthood and Aging

### Student Syllabus for the Adult Degree Programs

#### Course Description

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A course covering the major issues in the psychology of adult development and aging.

#### Course Introduction

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Focusing on adult development across the lifespan, this course explores changes in relationships, careers and leisure, cognition, memory, and personality in aging individuals. Topics include coping with the psychological changes of aging, developmental theories of change in adulthood, the impact of psychological changes on social functioning, and developmental changes in marriage and family relationships.

#### Course Outcomes

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Upon completion of this course, the learner will be able to:

1. Identify various models and theories of psychological and physical aging.
2. Describe the range of psychological changes that occur in adulthood and old age.
3. Describe the relationship between psychological changes and social functioning in contemporary America.
4. Explain the major psychological events and changes in his or her own aging, possible coping mechanisms, and psychological and social outcomes.
5. Examine issues related to the end of life, including death and bereavement.
6. Apply developmental theory and research to the understanding of individual lives.
7. Apply interviewing skills.
8. Consider adulthood and aging issues from a Christian perspective.

#### Course Texts

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Bjorklund, B. R., & Earles, J. L. (2020). *The journey of adulthood* (9<sup>th</sup> ed.). Pearson.

ISBN-13: 9780135705117 (print)

ISBN-13: 9780134811642 (eBook)

NOTE: Do not purchase the Revel Access Card or the Combo Access Card for this textbook. Students only need to purchase the printed textbook or the eBook for use in this course.

Cookson, S., & Doob, N. (Directors). (2009, 10 May). The memory loss tapes (Season 1, Episode 1) [Tv series episode]. In S. Cookson, N. Doob, J. Hoffman, S. Nevins, & M. Shriver (Producers), *The*

*Alzheimer's project*. HBO Documentary Films.

NOTE: This documentary episode will need to be viewed for Session 2. The episode can be streamed online or viewed with an existing HBO subscription. You will need to secure access to the episode in order to prepare for the related assignment; a link to one online streaming option will be provided in Session 2. It is up to you to choose how you will view the episode, but it is a required resource for the course.

Walker, S., & George, S. (Directors). (2008). *Young@Heart* [Documentary]. Fox Searchlight Pictures.

NOTE: This documentary will need to be viewed for Session 5. The documentary can be streamed online (e.g., via YouTube, Amazon Video, iTunes, etc.), borrowed, watched on TV, purchased, or rented. You will need to secure access to the documentary in order to prepare for the related assignment; a link to one online streaming option will be provided in Session 5. It is up to you to choose how you will view the documentary, but it is a required resource for the course.

### Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

## Archiving of Online Courses

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In order to provide the best service and to eliminate bandwidth bottlenecks, online courses will be removed from Moodle according to a scheduled archiving process. Students will have access in Moodle to courses taken during the current academic year and one previous academic year. Once a course is removed from Moodle, students will no longer have access to their coursework for the archived course. In preparation for the archiving of online courses, students are advised to save copies of their papers and other important coursework offline on a personal computer or other file storage location. Geneva College is not responsible for student files once a course has been archived offline.

## Learning and Physical Disabilities Policy

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Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive

accommodations can be provided.

Accommodations for disabilities are available only as recommended by the SSC. For more details, visit the [Student Success Center website](#), call 724-847-5005, or stop by the SSC office. The SSC is located on the second floor of the Student Center. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC.

## The Grading System in the Adult Degree Program

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The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
<b>A</b>	<b>93.00% - 100.00%</b>	<b>4.0</b>	<b>Excellent</b>
<b>A-</b>	<b>90.00% - 92.99%</b>	<b>3.7</b>	
<b>B+</b>	<b>87.00% - 89.99%</b>	<b>3.3</b>	
<b>B</b>	<b>83.00% - 86.99%</b>	<b>3.0</b>	<b>Good</b>
<b>B-</b>	<b>80.00% - 82.99%</b>	<b>2.7</b>	
<b>C+</b>	<b>77.00% - 79.99%</b>	<b>2.3</b>	
<b>C</b>	<b>73.00% - 76.99%</b>	<b>2.0</b>	<b>Satisfactory</b>
<b>C-</b>	<b>70.00% - 72.99%</b>	<b>1.7</b>	
<b>D+</b>	<b>67.00% - 69.99%</b>	<b>1.3</b>	
<b>D</b>	<b>63.00% - 66.99%</b>	<b>1.0</b>	<b>Less than Satisfactory</b>
<b>D-</b>	<b>60.00% - 62.99%</b>	<b>0.7</b>	
<b>F</b>	<b>&lt; 60.00%</b>	<b>0.0</b>	<b>No Credit Given</b>
<b>WX, WP, WF</b>			<b>Withdrawal</b>

## Policy on Academic Honesty

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Because honesty is expected in all college relationships, any form of cheating on exams or any plagiarism in formal written work is punishable by failure in the course. Repeated violations may result in expulsion from the college. Please read the Academic Integrity Guidelines in Appendix A of the ADP Student Handbook.

Students may appeal any disciplinary action by following the procedure laid out in the Academic Integrity Guidelines in the ADP Student Handbook.

Students are encouraged to visit [www.plagiarism.org](http://www.plagiarism.org) in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

## Turnitin Policy

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Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](http://Turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

## Participation Policy

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In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

**If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course.** Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

**If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F,** depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

## Academic Grievance Policy

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For grievances related to grading and other course academic policies, the student should follow the published Grievance and Appeal Process in the ADP Student Handbook.

## Course Evaluation

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Criteria	Points Breakdown	Points
Discussion Forums (8)	30 points each	240 points
Written Assignments (3)	60 points each	180 points
Exams (4)	60 points each	240 points
Interview and Analysis Project	One Submission	250 points
Total		910 points

## Assignment Descriptions

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### *Discussion Forums*

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- b. Part 2 – Respond back to your instructor’s post. In addition, post a response to at least two of your fellow classmates’ postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates’ questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

**NOTE:** How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips,

scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.

3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is REQUIRED as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the “Interacting in the Online Environment” section in the ADP Student Handbook.

## Written Assignments

Throughout this course, students will complete three written assignments that will require them to concisely respond to and apply some of the key course concepts. Specific instructions for completing these written assignments can be found in the course outline below.

- Session 1: Written Assignment 1 – Biblical Reflection
- Session 3: Written Assignment 2 – Social Roles
- Session 5: Written Assignment 3 – *Young@Heart* Movie Review

Each of these written assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All written assignments are due by 11:55 pm (EST) Saturday of the designated session week.

## Exams

During this course, there will be four exams that cover the essential elements of the textbook and help students review and identify important aspects of adult development throughout the lifespan. These exams will consist of multiple choice questions.

- Session 2 – Students will take an online exam on *The Journey of Adulthood* Chapters 1-3 and the Session 1 lecture “A Biblical View of Aging” (60 points)
- Session 4 – Students will take an online exam on *The Journey of Adulthood* Chapters 5-6, the Session 3 lecture “What Does It Mean to Become an Adult?,” and the Session 4 lecture “What’s Love Got to Do With It?” (60 points)
- Session 6 – Students will take an online exam on *The Journey of Adulthood* Chapter 7 and Chapter 9 and the Session 5 lecture “Biblical View of Work and Retirement” (60 points)

- Session 8 – Students will take an online exam on *The Journey of Adulthood* Chapters 10-11, the Session 7 lecture “A Biblical Look at Stress,” and the Session 8 lecture “Afterlife” (60 points)

Students will be allowed to consult their text and notes when taking online exams. However, exams will be timed, and students will need to have a working knowledge of the material before taking the exam. There will simply not be enough time to “look up” every answer in your text and materials.

If a student does not take an exam by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

### *Interview and Analysis Project*

At the end of Session 7, students will submit the Interview and Analysis Project. This project has several objectives. Most importantly, the Interview and Analysis Project will allow you to develop your interviewing skills and to compare the results of your study to the various theoretical perspectives on adult development as discussed in the course materials. Additionally, you will be asked to compare your own life experiences to those of an older individual, paying particular attention to the impact of historical events on personal experiences. For example, an individual who lived during the Great Depression probably has vivid associations with this historical event, and these associations would be different in comparison to someone who lived in a more affluent era.

In total, your Interview and Analysis Project should be 8-10 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Interview and Analysis Project is due by 11:55 pm (EST) Saturday Session 7.

## Professional Skills in Your Online Courses

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All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

### Research Skills



Skillful in compiling, organizing, and using data to enhance planning and effectiveness

### Synthesize/Integrate



Adept at forming structures, patterns, and connections from information, ideas, and images

### Decision-Making Skills



Skilled in initiating, structuring, and carrying out steps to complete projects and tasks

### Design Skills



Creation of a plan or convention for the construction of an object, system, or measurable human interaction