

Department of Family Relations and Applied Nutrition
University of Guelph
FRHD*2060 Adult Development and Aging
COURSE OUTLINE
Fall 2015

Instructor Information

Name: Scott B. Maitland, Ph.D.

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Office: MINS 225

Office Hours: by appointment

Teaching Assistants

1. Venus Bali

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Lectures

Day and time: Tuesdays & Thursdays 8:30 - 9:50 am

Location: Rozanski (ROZ) 103

There are no seminars!

Course Description:

The population as a whole is growing older and this change will have a profound impact on every one of us. This course provides an overview of the *longest phase of the life cycle* – adulthood, covering the years from young to late adulthood. Life span developmental psychology assumes that development continues well into old age. Biological, psychological and social factors all contribute to changes observed as we age and these changes are found across many domains (e.g., social relations, personality, cognitive functioning, and emotions, among others). We will examine the aging process to better understand the issues facing your grandparents, parents, and yes, even you. We will strive to dispel the myths and stereotypes of aging using empirical evidence. Throughout the course, we will emphasize problems and potentials that accompany the aging process.

Course Objectives:

This course will be taught using a **learner-centered** approach which places greater responsibility on the learner for his/her own learning. At the completion of this course students will:

1. Have a greater understanding of how biological, psychological and social contexts influence the aging process.
2. Be able to critically evaluate research in the field of adult development and aging.
3. Develop a greater understanding of the theoretical approaches to adult development and aging.
4. Understand the diversity among individuals and groups as they age.
5. Appreciate and develop an interest in the practical implications of course content.

FINAL EXAMINATION:

IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU DO NOT HAVE A CONFLICT WITH ANY OTHER COURSE. YOU ARE NOT PERMITTED TO ENROL IN THIS COURSE IF YOU HAVE AN EXAM CONFLICT.

Required Text

Textbook:

Cavanaugh, J.C., & Blanchard-Fields, F (2015). *Adult development and aging* (7th edition). Stamford, CT: Cengage Learning.

* Please note the Canadian edition of this book has not been updated and may not include all the information you need for this course.

Additional Readings (pick **one** although nothing is stopping you from reading as many as you like):

Genova, L. (2015). *Inside the O'Briens*. New York: Simon & Schuster.

Rapoport DesPres, F. (2014). *Message from a Blue Jay – Love, Loss, and One Writer's Journey Home*. Edison, NJ: Buddapuss Ink LLC.

Schwable, W. (2013). *End of Your Life Bookclub*. Toronto: Random House.

Stettinius, M. (2012). *Inside the Dementia Epidemic: A Daughter's Memoir*. New York: Dundee-Lakemont Press.

Course Format:

This is a lecture-based survey course. Lectures will include an examination of textbook readings, an analysis of current research in adult development and aging and an application of relevant course material to real life scenarios. Attendance at lectures is strongly recommended as material outside textbook readings will be covered. Students will be evaluated on both text and lecture information and you are responsible for materials from both sources, whether presented in lecture or not.

Course Requirements

Evaluation assignments have been designed to offer a range of opportunities for student expression. The evaluations are as follows:

Value

Assignment

25%

First Examination

The first exam is scheduled for **Thursday, October 15th**. This will be an in-class exam. The exam will cover all material (including lecture, videos and any guest speaker presentations) and textbook readings from weeks 1 through 5 (text chapters 1-4 & 10). The exam will consist of **50** questions (e.g., multiple choice, true/false, matching).

- 25% **Second Examination**
The second exam is scheduled for **Thursday November 5th**. This will be an in-class exam. The exam will cover all material (including lecture, videos and any guest speaker presentations) and textbook readings from weeks 7 through 9 (text chapters 6-9). The exam will consist of **50** questions (e.g., multiple choice, true/false, matching).
- 10% **Reaction Paper**
You are responsible for reading “*Inside the O’Briens*”, “*Inside the Dementia Epidemic*”, “*Message from a Blue Jay*”, **or** “*End of Your Life Bookclub*”. You will write a brief reaction paper about the book you selected. I am **NOT** asking for a summary or overview of the book (*There are enough of those on the internet!*)! I would like your thoughts as to how the book you read fits in with Adult Development & Aging and what you see as the key take-home message(s) you derived from your reading. **Your paper is due at the beginning of class, Tuesday, December 1st and the Dropbox for submission will close at 8:30 am on this date.** Your paper should be no more than **4 pages** (excluding title page and references), **double spaced with one inch margins and 12 point font.**
- 10% **Aging Simulation Discussion Group**
You will have to take part in **one** discussion group about the aging simulation exercise. The discussion will take place on the Courselink website. You will sign yourself into an *aging simulation group related to the type of limitation* and each group is limited in the number of students per group. These groups will close at **11:59 p.m., Friday October 16th**.
- 30% **Final examination**
There will be a registrar scheduled final exam on **Monday December 14th, from 8:30 AM to 10:30 AM.** The final exam will **NOT** be comprehensive. It will include all lecture and textbook readings, videos and guest speaker content **after** the second midterm (chapters 5, 11-14). It will consist of **60** questions (e.g., multiple choice, true/false, matching).

TOTAL: 100%

Policy Regarding Late Assignments/ Papers

1. Reaction papers are due at the **beginning of class** on the date listed. Group discussions for the Aging Simulation are due by 11:59 p.m. Friday, October 16th .
2. Late assignments will be devalued by **5% per day, including weekends.** A late assignment handed in after class but on the due date will be devalued by 3%.

3. In special unforeseeable circumstances where due dates cannot be met, it is the student's responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline (e.g., doctor's certificate, copy of death certificate/obituary, police report). Students with acceptable documentation must contact their teaching assistant, **no later than 48 hours after the due date** to make alternative arrangements. Latecomers without acceptable documentation or those who contact the TA **after the 48-hour period** will be penalized **5% per day, including weekends**, for the assignment.

Academic Misconduct

Policies regarding academic misconduct/plagiarism:

A student guilty of plagiarism- the use of another person's thoughts and writings as his own-is liable to a zero grade and/or other disciplinary action as set by the university. For information on categories of academic misconduct and forms of penalties, students should consult the University of Guelph undergraduate calendar on-line:

http://www.uoguelph.ca/undergrad_calendar/08-amisconduct.shtml

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or Program Counselor) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date and certainly no longer than one week later. See the undergraduate calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Drop Date

The last date to drop one-semester courses, without academic penalty, is **November 6th**. Refer to the Undergraduate Calendar for the schedule of dates:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

E-mail Communication

As per university regulations, all students are required to check their **uoguelph.ca** e-mail account regularly: e-mail is the official route of communication between the University and its students.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Disabilities Statement

If you will require special accommodations due to a disability, please register with the Centre for Disabilities, at the University Centre 3rd Floor or call 519-824-4120 x56208 or 519-837-0993 (TTY only).

Course Schedule

**Note: this schedule is tentative and may change based on guest speaker availability and/or pace of material presented in class.

| Date | | Topic | Textbook Readings |
|--------|-----------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Thursday, Sept 10 | Introduction & Overview | |
| Week 2 | Tuesday, Sept 15 | Theories and methods/ Neuroscience as a tool | Chapter 1, 2 |
| | Thursday Sept 17 | | |
| Week 3 | Tuesday Sept 22 | Physical Changes | Chapter 3 |
| | Thursday Sept 24 | | |
| Week 4 | Tuesday Sept 29 | Longevity, Health & Functioning | Chapter 4 |
| | Thursday Oct 1 | | |
| Week 5 | Tuesday Oct 6 | Mental Health & Disorders | Chapter 10 |
| | Thursday Oct 8 | Mental Health & Exam Issues/Review | Chapter 10 |
| Week 6 | Tuesday Oct 13 | No class, rescheduled to Thursday, December 3rd | |
| | Thursday Oct 15 | Midterm 1 | Chapters 1 – 4, 10 & lecture materials Aging Simulation Groups Close Oct 16th @ 11:59 p.m. |
| Week 7 | Tuesday Oct 20 | Attention/Memory Diane Mychael? – Perception and Driving in Older Adults | Chapter 6 & 7 |
| | Thursday Oct 22 | Intelligence/Memory | |
| Week 8 | Tuesday Oct 27 | Memory/Social Cognition | Chapter 6,7,8 & 9 |
| | Thursday | Social | |

| | | | |
|-----------------------|--------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| | Oct 29 | Cognition/Personality | |
| Week 9 | Tuesday Nov 3 | Personality & Exam Issues/Review | Chapter 9 |
| | Thursday Nov 5 | Midterm 2 | Chapters 6 – 9 & lecture materials |
| Week 10 | Tuesday Nov 10 | Person-Environment Interactions | Chapter 5 |
| | Thursday Nov 12 | | |
| Week 11 | Tuesday Nov 17 | Work, Leisure and Retirement | Chapter 12 |
| | Thursday Nov 19 | | |
| Week 12 | Tuesday Nov 24 | Relationships and Interpersonal Behaviour | Chapter 11 |
| | Thursday Nov 26 | | |
| Week 13 | Tuesday Dec 1 | Dying – Reaction paper due at beginning of class!! | Chapter 13-14 |
| | Thursday Dec 3 | Successful Aging Make-up for Thanksgiving. Tuesday schedule | |
| Final Exam | Monday Dec 14 | 8:30 a.m. – 10:30 a.m. | Chapters 5, 11-14 & lecture materials Location: TBA |

Courselink

Lecture notes (slides) will be available on-line through Courselink. Remember that the slides do not contain a detailed account of the material covered in class, they only provide an outline. My final version of lecture slides will be based on the outline but may vary in content and presentation. It is strongly recommended that you take notes in class to supplement the slides. Exam questions will be connected to material presented in text and in class.

Guidelines for the Reaction Paper

Read **one** of the four books: *Inside the O'Briens*, *Inside the Dementia Epidemic*, *Message from a Blue Jay*, or *End of Your Life Bookclub* and submit a **3-4-page** (excluding title page and references), double-spaced, typed reaction paper about your book. Do not provide a summary or review of the book; rather, focus on how you think the selected book ties in with Adult Development & Aging, what the book meant to you, and what the central take-home messages were for you.

Each paper should have the following sections:

- **Title Page:** For this assignment, you must provide the following information:
 - The topic of your paper (e.g., be creative...*Blue Jays Talk?*)
 - Your name and student number
 - The author and title of the book you have chosen
 - The date you are submitting the assignment
- **Introduction:** In about a page, identify the theme(s) you consider important in the book and discuss how they relate to the study of adult development and aging. State the central theme telling the reader what you are going to accomplish in your paper. **(2/10)**
- **Critical Issues:** In about 1 page, **refer to your textbook as a primary source** to support the points you make in discussing the issues from your book that you have identified. You should integrate material from class/text and discuss the main themes related to your topic in a critical manner. **(3/10)**
- **Conclusions:** In about a page, summarize and state succinctly your evaluation of your chosen book. You should refer back to the themes outlined in your introduction and remind the reader of the objective of your paper. Discuss how your chosen book impacted or changed your views of adulthood and aging. **(3/10)**
- **Citations, references, grammar, and spelling:** References outside of your textbook are not needed but the textbook should be cited in the text and in a reference list using **APA** style. Spell-check, proof-read, and have someone else read your paper before you hand it in. Include page numbers according to APA style. **(2/10)**

Best Possible Grade: 10/10

Aging Simulation Exercise

The aging simulation exercise was developed to allow you to "experience" first-hand some of the aches and pains, mobility impairments, as well as sensory losses commonly associated with the aging process.

The aging simulation exercise demonstrates the effects of physiological aging by *experiencing* functional losses associated with aging.

You must pair up with at least one other classmate, however, larger groups will be allowed (within reason and at the discretion of the instructor).

You are to participate in two roles:

1) Simulating at least one impairment using the recommended approaches described in documents provided;

and

2) As a caregiver for your partner(s). At least one group member **MUST** be free of impairment/simulation and serve to watch out for the safety of your fellow partners while you are in a public space.

I would recommend you spend at least **30 minutes in each role**, however, a longer time experiencing these impairments will provide a stronger demonstration!

Upon completion of the Aging Simulation Exercise, you will participate in a discussion group about your experience. Multiple groups have been created on CourseLink (the group titles represent the impairment you simulated or a broader topic), you must enroll in a group, and then take part in a discussion about your particular impairment/limitation and what you learned by participating in this activity.

You are expected to make a minimum of 5 original posts/ideas and at least 5 responses/comments to posts by others. The discussion groups will be open through Week 6 (Friday, October 16th) of the course.

You worked with at least one partner or a group when you did your simulation, therefore, you have the chance to discuss what it was like to experience the limitation/impairment first-hand, but also discuss any interesting observations from working with another classmate, either coping with their limitation/impairment or how you felt dealing with them while they played a caregiver role (i.e., keeping you safe).