

California Lutheran University

Bachelor's Degree for Professionals

California Lutheran University

Course Outline: Summer 2016

PSYC-305 Adult Development and Aging

Instructor: Lizeth Lopez, LMFT

Phone: 310-855-3276 ext 104

Class Meetings: Mondays, 6-9:30pm, Woodland Hills Campus, Room# 123

Term Dates: May 23 – August 4, 2016

Email Address: lopez@callutheran.edu

Office Hours: By Appointment

Drop Dates

June 6th Last day to add; last day to drop (without a “W” or financial penalty)

July 13th Last day to withdraw without academic penalty

Course Description

This course involves the exploration and study of theories and principles pertaining to the developmental characteristics of adults, including the aged, in terms of the physical, mental, emotional and social development of the individual. This course meets the gender/ethnic studies requirement.

Textbooks/Required Readings

Hillier, S.M.& Barrow, G.M (2015). *Aging, the individual and society (10th ed.)*. Belmont, CA: Wadsworth/Cengage Learning. [ISBN-10: 1285746619]

Learning Outcomes

1. Field Specific Knowledge and Experience

- a. Know the essential characteristics of the major theories and controversies in developmental psychology.
- b. Understand the changes in physical, cognitive, psychosocial, moral and personality development that occur throughout adulthood.
- c. Apply their understanding of the above-mentioned information to their experiences with adults and the elderly.

2. Develop Critical Thinking Skills

- a. Through class discussions and lectures, students will generate relevant and probing questions relating to the adult development process.
- b. Recognize premises, assumptions, and point(s) of view underlying an argument, theory, or selection of information and be able to reach fair-minded conclusions that are well-reasoned or well-supported.
- c. Understand the strengths and weaknesses of research methods in developmental psychology.

3. Refine Oral and Written Communication Skills

- a. Demonstrate the ability to articulate an accurate understanding, analysis, and application of course concepts through presentations, writing assignments, and discussions.
- b. Students will incorporate and synthesize information to support their position, and be able to present their arguments in an engaging and coherent style.

4. Demonstrate Cultural Competency

- a. Understand the important role an individual's membership in various diversity groups, such as their culture, race, ethnicity, sexuality, class, religion, and gender, plays in adult development and aging.
- b. Demonstrate awareness of similarities and differences among groups and individuals.
- c. Students will be able to express increased understanding and respect for people of different cultures.

5. Identity and Values

- a. Students will increase awareness and understanding of their own experiences and identity as it relates to life development. The awareness will be developed in relation to their own background as well as others.
- b. Be able to demonstrate compassion and respect towards others with similar and differing experiences.

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing

wjimene@callutheran.edu

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

Cal Lutheran Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/>. Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more

information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call:
805.493.3698

Class Format

This course is a blended course, requiring traditional class attendance as well as completing work outside of lecture. Blended course means that 40% of material will be online, while 60% of the content will be presented in class, face-to-face. As a blended course, it is no more or less challenging as traditional courses you've taken at Cal Lutheran, and was developed to meet Cal Lutheran's strict requirements for excellence. You can expect approximately 13-14 hours of course time to be delivered via online instructor-led activities (i.e. Discussion boards, wikis, recorded lectures, etc.).

Course Deliverables

Attendance & Participation:

Attendance at every class meeting is expected of each student. Students should come to class prepared to participate in a meaningful discussion of the material. Students will receive points for each class attended (not including midterm and final which are mandatory) and participation. There will be in-class activities and discussions which cannot be made up without prior arrangement with the instructor. Please inform the instructor in advance if you must miss a class. ***Please note that attendance and participation includes a timely component therefore it is important that you are in class on time and remain in class the full length of the class. For consistent and excessive tardiness, leaving class early or poor attendance, points may be deducted.

Midterm and Final:

There will be two exams throughout the course of the semester, a midterm and a final. Each exam will include a variety of questions (e.g. multiple choice questions, short-answer) and will not be cumulative. Exams may cover material from the textbook, class lectures, as well as from anything else discussed or shown in class. Exam dates are listed in the Course Schedule, attendance on exam dates are mandatory, there will be no makeup exams, without prior arrangement with the instructor and/or appropriate documentation providing adequate justification for missing the exam.

Weekly Assignments Outside of Lecture

In compliance with the Carnegie requirements of instructional hours, in addition to weekly in-class lecture, there will also be additional coursework to be completed online through Blackboard. These assignments will include a combination of journals, videos, case studies and discussion boards. These activities are designed to integrate the class concepts and topics and help make the information applicable and meaningful. These activities will be assigned and explained weekly in class.

Film Reflection Paper

Due to holiday on Monday, July 4th, students will be required to watch a movie and write a paper in place of lecture. Students are required to submit a 4-6 page reflection paper in response to a film and discuss how the movie portrays topics or concepts we have covered in class. *Papers are due via email on week 7* (Papers must be submitted by 11:59pm on Friday July 8th). Students are expected to identify specific concepts/topics/terms/etc. which have been covered through course material and incorporate them into your analysis of the movie. For example, identify scenes, characters, themes, etc. in which particular concepts/theories are evidenced and presented. Papers are to be in APA format (double-spaced, 11 size font) however there is no need for references. The options for the movies are:

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Everybody's' Fine

Genre: Drama; Year: 2009; Rating: PG13
Actors: Robert De Niro, Kate Beckinsale,
Sam Rockwell

Quartet

Genre: Comedy/Drama; Year: 2012; Rating:
PG13; Actors: Maggie Smith, Michael
Gambon

Grumpy Old Men

Genre: Comedy/Drama; Year: 1993; Rating:
PG-13; Actors: Jack Lemmon, Walter
Matthau

Hope Springs

Genre: Drama/Comedy/Romance; Year:
2012; Rating: PG-13; Actors: Meryl

Streep, Tommy Lee Jones

Calendar Girls

Genre: Comedy/Drama; Year: 2003;
Rating: PG13; Actors: Helen Mirren,
Julie Walters, Penelope Wilton

On Golden Pond

Genre: Drama; Year: 1981; Rating: PG
Actors: Henry Fonda, Katharine
Hepburn

Amour

Genre: Romance/Drama; Year: 2012;
Rating: PG-13; Actors: Jean-Louis
Trintignant, Emmanuelle Riva, Isabelle
Huppert

Group Paper and Presentation

One group assignment will consist of groups of 3-4 students selecting a topic/issue relevant to the aging population and develop suggestions for improvement or increased awareness. Groups will be chosen week 3 and topics must be submitted to the instructor by week 4. Some possible ideas include:

- Health issues among the aging: Cancer, heart disease, Alzheimer, etc
- Age discrimination
- Social Security
- Aging Criminals
- Housing Options
- Living expenses (including medical) in old age
- Death & dying
- Nutrition

Final papers must be between 6 to 8 pages in length and include at least 4 references from professional/scholarly materials (journals or texts). Papers must be in APA format and are due on the 9th week of class.

In addition to submitting the paper, groups will present their topic to the class. Presentations should be a minimum of 8 and maximum 15 minutes in length. The format of the presentation is at each group's discretion (PowerPoint, lecture, etc).

Older Adult Interview

Each student is to find and interview an older adult (60+). Interviews are to be conducted in person (no phone or email) and are aimed to help students understand the experience of an older adult on a more personal level. Generally, the interview will cover history of the older adult including personal, family, occupational, psychosocial well-being, and other normative events (marriage, parenthood, etc). In addition, students are to incorporate exploration of non-normative life events (living in another culture, stressful live events, untraditional life contexts or experiences, etc.). The goal is to explore how these factors have impacted the individual in their adult development. Students will write a paper based upon the interview and their experience. More information will be provided in class and in additional rubrics and guides.

Missing or Late Work:

It is expected that students will submit all work according to published deadlines. In the event that work is not submitted on time, points will be subtracted from the students earned score. A letter grade will be subtracted for each day the assignment is late. Assignments will not be accepted, if submitted more than 3 days late- NO EXCEPTIONS.

POINTS:

Attendance and Participation	70 points
Midterm Exam	250 points
Final Exam	250 points
Film Reflection Paper	50 points
Weekly Assignments	130 points
Interview Assignment	150 points
<u>Group Paper & Presentation</u>	<u>100 points</u>
Total Possible Points	1000 points

Grading: final grades will be assigned based on the following point scale. **Point totals will NOT be curved or rounded**

A	940 – 1000 points
A-	900 – 939 points
B+	870– 899 points
B	830 – 869 points
B-	800 – 829 points
C+	770 – 799 points
C	730 – 769 points
C-	700– 729 points
D+	670 - 699 points
D	630- 669 points
D-	600- 629 points
F	0-599 points

Course Schedule

Week#	Topic
1 5/23	Class introduction and overview Chapter 1: Aging in America Chapter 2: Stereotypes & Images
2 5/30	No Class: Memorial Holiday Recorded lecture: Chapter 4: Physical Health & Well-being, and Chapter 5: Mental Health
3 6/6	Chapter 3: Social and Psychological Theories in Later Life Development <i>Choose Groups</i>
4 6/13	Chapter 6: Friends, Family & Community Chapter 7: Intimacy and Sexuality <i>Group Paper/Presentation Topic Due</i>
5 6/20	Midterm Exam (Chapters 1-7)
6 6/27	Chapter 8: Work & Leisure Chapter 9: Finances & Lifestyle
7 7/4	No Class: 4th of July Holiday Film reflection assignment this week. <i>Film Reflection Paper Due by Friday July 8th</i>
8 7/11	Chapter 10: Living Environments Chapter 11: Oldest-Old & Caregiving
9 7/18	Chapter 12: Special Problems Chapter 13: Women & Ethnic Groups <i>Group Presentations & Group Paper Due</i>
10 7/25	Chapter 14: Death & Dying
11 8/1	Final Exam (Chapters 8-15) <i>Interview Paper Due</i>

Note: The instructor reserves the right to make syllabus and assignment adjustments which in her judgment are appropriate and are supported in terms of learning objectives.