

	<p><i>School of Arts & Science</i> PSYCHOLOGY DEPARTMENT</p> <p>PSYC 272-001 Adulthood & Aging: Adult Development Fall 2011</p>
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COURSE OUTLINE

The course description is online <http://camosun.ca/learn/calendar/current/web/psyc.html>

1. Instructor Information

(a)	Instructor:	Denise Iacobucci, PhD	
(b)	Office Hours:	Tuesdays 1:20 to 2:20pm; Wednesdays 4:30-5:30pm; Fridays 7:30-8:30am. Available for scheduled meetings outside these times to better meet student needs.	
(c)	Location:	Fisher 100 and on Sept. 28 th WT101	
(d)	Phone:	250-370-3221	Alternative Phone: 250-208-9384
(e)	Email:	iacobucciD@camosun.bc.ca (that's an i for my last name)	
(f)	Website:	Course on D2L	

Calendar Description

Psychology 272 provides a critical overview of research and theories examining biological, psychological, and social-emotional processes, changes and adjustments during adulthood and aging. Topics covered include development research methods, adult life events and transitions, including biological, cognitive, social-emotional processes, as well as sources of stress, psychopathology, and death.

Prerequisite(s): PSYC 110; and one of PSYC 120, PSYC 130, PSYC 150, PSYC 164.

2. Intended Learning Outcomes

Through lectures, discussions, videos students will be able to:

1. **Critically evaluate major theories** and **research** on adult development.
2. **Identify** major biological, psychological, and social-emotional changes and transitions associated with adult development.
3. **Describe** specific theoretical frameworks explaining adult responses to life's expected and unexpected transitions (i.e., job loss, becoming a parent, death).
4. **Explain** potential influence of contextual factors such as cohort, gender, culture, political power, socioeconomic status, ethnicity, and discrimination on adult development.
5. **Apply** developmental theories and frameworks to self, case studies (or film examples) in order to assess adult achievements, conflicts and strengths in a variety of contexts such as work, school, and home.
6. **Reflect** on how developmental issues in adulthood may affect self, family, friends, associates, and clients.

3. Required Materials

Course Text: Bjorklund, B. R. (2011). *The journey of adulthood* (7th ed). Upper Saddle River: NJ, Pearson Prentice Hall.

Other: Supplemental Readings to be distributed in-class as per suggested timetable.

1. Schlossberg, N.K., Waters, E. B., & Goodman, J. (1995/2006). *Counseling Adults in Transition* (2nd Edition). New York, NY, Springer Publishing Company. Chapter 2, pages 25 through 46.
2. Selected Readings from Chappell, N, McDonald, L., & Stones, M. (2008). *Aging in Contemporary Canada* (2nd Ed.). Pearson.
3. Bridges, W. (2001). *The way of transition: embracing life's most difficult moments*. Cambridge, MA: Perseus Publishing

4. Course Content and Schedule

Classes

There is one lecture a week for 3 hours. This is an interactive lecture where student participation is encouraged. Participation is defined as relevant comments on topic, questioning for clarity of information, addition of information gathered from other sources (i.e., magazines, TV, movies, Internet sites). Students will be responsible for completing assigned readings prior to lecture in order to encourage better discussion and learning.

5. Basis of Student Assessment (Weighting)

Tests – There will be a total of 3 tests comprising **(56% of students' total grade)**. Test formats will involve multiple-choice, short-answer and long answer questions.

Assignments: More details regarding assignment descriptions will be handed out in-class as needed.

1. **Media Reflection: (3%)** Students write a short paper (2/3 pages – double spaced) on portrayals in the media of adult stages and transitions between the ages of 18 and 80. Examine one positive and one negative image of young, middle, or late adulthood as seen in the media. The chosen portrayal needs to reflect attitudes and expectations about adulthood. **Describe the media experience you observed and discuss what you see, whether you view it as positive or negative and why. Include information from lecture and text in your answers. Provide media with assignment upon submission.**
2. **Developmental issues and disorders (4%).** Students will select an adult development issue (i.e., spirituality) or disorder (i.e., anxiety) associated with early, middle or late adulthood and report on research findings. A list of topics will be provided to assist this process. Students will provide a 2/3 page summary of information on issue or disorder with a reference list using APA formatting. This assignment can be used to help establish the framework and resources for your research paper.
3. **Film Analysis/Case Study- (14%)** Choosing from a list of movies students will identify adult development issues or transitions of a major character in the movie (i.e. *Iris, The Talented Mr. Ripley, A Bug's Life, Ali, Cinderella Man*). **At least two theories or models of adult development need to be applied to a key character and discussed within your paper.** Describe how applying course material to an individual case informs your understanding of the material. **Maximum of 10 pages double-spaced.**

4. **Research Paper (20%) – Students have a choice for this research paper. Both options are** research papers and require several sources of information. APA style will be used and resources provided to student who are new to this style of writing. **Option 1: Students may select an issue from lecture, text, readings or videos and complete a literature review on this topic.** A literature review critically looks at theory and research on one specific topic. **Option 2:** Students may interview a familiar older adult who had an issue that changed the course of their development. For example, went back to school later in life, unexpectedly inherited a fortune, or has lived in many countries over the course of their lives. Students must be able to tie the issue into developmental theory and research enabling them to reference several resources for this research paper. All options require instructor approval.
5. **Participation (3%) –** this is based on student participation in lecture.

Overview of Marks

Test 1	19%
Test 2	19%
Test 3	18%
Media Reflection	3%
Developmental Issue/Disorder Summary	4%
Film Analysis/Case Study	14%
Research Paper	20%
Participation	3%
Total	100%

All tests and assignments must be completed on the due date. My preference, for papers, is that you provide me a hard copy on the due date and email a copy to me lacobucciD@camosun.ab.ca . This way I grade your paper with the formatting you intended and I have a permanent record of the paper. **If an emergency or serious problem comes up prior to an exam or due date you may apply for an extension before the exam or due date with appropriate documentation.** This must be done in person before, preferably well before, the date in question. Work occasionally goes missing at an institution so you are responsible for keeping a copy of all work handed submitted until final grades are posted.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

PYSC 272 Tentative Course Timetable

WEEK	TOPIC	READINGS	Lecture Activities/ Due Dates
#1 Sep 7	<ul style="list-style-type: none"> • <i>Introductions</i> • <i>Course Outline</i> • <i>Lecture One</i> • <i>Introduce theories</i> 	Chapter 1 Text	Get to know you activities Reflections on Adult Development
#2 Sep 14	<ul style="list-style-type: none"> • <i>Theories of Adult Development</i> • <i>Case Study Review</i> 	Chapter 1, Schlossberg's Transition Model, Chapter 10	Movie list handed out for Case Study
#3 Sep 21	<ul style="list-style-type: none"> • <i>Physical Changes</i> 	Chapters 2	<u>Media Reflections Due (3%)</u>
#4 Sep 28	ROOM CHANGE to WT101 <ul style="list-style-type: none"> • <i>Health & Disorders</i> 	Chapter 3	Review for Test #1
#5 Oct 5	<u>Test 1 #1 (19%)Chps 1,2,3,10</u> <ul style="list-style-type: none"> • Cognitive 	Chapter 4	Research Papers & Case Studies
#6 Oct 12	<ul style="list-style-type: none"> • Cognition & Social Roles 	Chapter 4 & 5	<u>Dev. Issues/Disorders Due (4%)</u>
#7 Oct 19	<ul style="list-style-type: none"> • Social Roles & Relationships • Review Case Study Questions 	Chapter 6	Research Papers & Case Study
#8 Oct 26	<ul style="list-style-type: none"> • Work & Retirement 	Chapter 7	<u>Case Study Due (14%)</u>
#9 Nov 2	<ul style="list-style-type: none"> • <i>Personality</i> 	Chapter 8	Review for Test #2
#10 Nov 9	<u>Test #2 (19%)/Chps 4,5,6,7</u> <ul style="list-style-type: none"> • <i>Personality</i> • <i>Work on Research Paper</i> 	Chapter 8	Research Paper
#11 Nov 16	<ul style="list-style-type: none"> • Quest for Meaning • Research Paper 	Chapter 9	Research Paper
#12 Nov 23	<ul style="list-style-type: none"> • Research Papers Due!! • <i>Dying & Bereavement</i> 	Chapter 11	RESEARCH PAPER DUE on the Friday Nov. 25th (20%) by 12:30pm in F106E
#13 Nov 30	<ul style="list-style-type: none"> • <i>Successful Journey</i> 	Chapter 12	Review for Test #3
#14 Dec. 7	<u>Test #3 (18%)Chps 8,9,11,12</u>		<u>Test 3, 18%</u>

Note this timetable is tentative and any changes will be discussed in class.