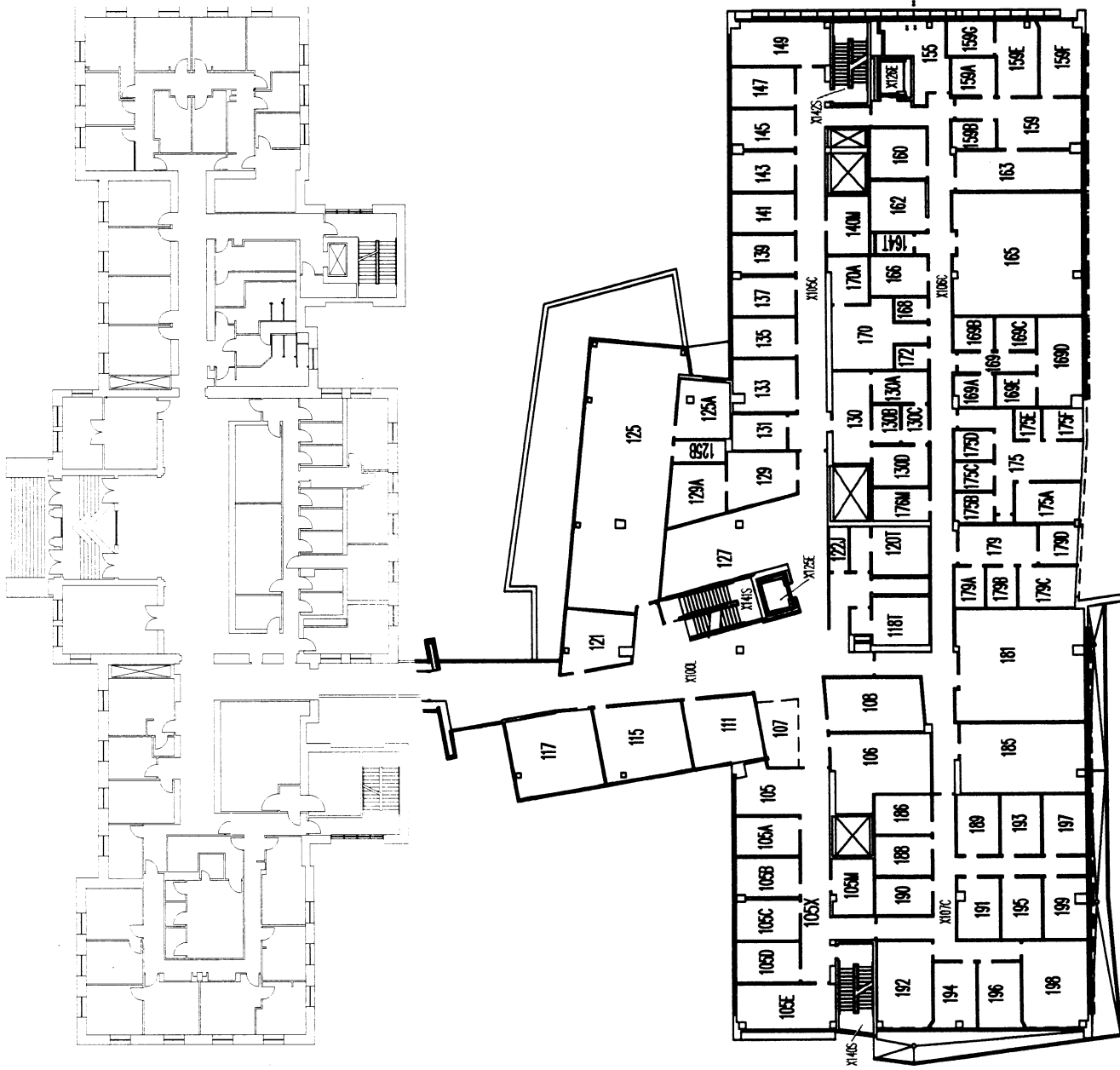


NOTES: X-numbers indicate circulation areas.  
• indicates boundary of circulation area.

FIRST FLOOR PLAN

It is implied as to the accuracy of dimensions or areas shown. Users of this drawing assume all for verifying its accuracy.

144/PSYCHOLOGY BUILDING



FIRST FLOOR PLAN

NOTES: X-numbers indicate circulation areas.  
• indicates boundary of circulation area.

It is implied as to the accuracy of dimensions or areas shown. Users of this drawing assume all for verifying its accuracy.

content remains same -  
syllabus is not  
changing

1

(PLEASE SAVE THIS SYLLABUS)

## Psychology of Adult Development and Aging

Psychology 836.02

Date: Friday Spring Quarter, 2006

Building and Room: PS 117

Time: 8:30 - 10:18

Instructor: Dr. Dorothy Jackson

Office: 243 Psychology Building;

Contact: phone: 292-7575;

e-mail: jackson.4@osu.edu

### GENERAL INFORMATION: COURSE OBJECTIVES AND CRITERIA

If you have special needs you should make private arrangements with me for different forms of the syllabus and material. You are, however, responsible for making arrangements with the Office of Disability Services for other types of assistance you may need..

If you are graduating this quarter please inform me.

This graduate level course requires participation. Expect to read text chapters, supplements and articles that relate to a topic of the day. We discuss the broad period of adulthood, the changes and consistencies that have been recorded as age related, the inter-generational adjustments that are encountered in the span of adult life, and the societal and cultural contexts that relate to psychological processes and challenge the adult years.

We meet once a week for approximately 2 hours. Class sessions consist of a brief lecture in which I provide a background for the key topic of the day, and we proceed to class presentations and open discussions of issues, articles, and research implications.

Expect to participate in each discussion.

To that end, I ask you to prepare 5 weekly- oriented, one page maximum commentaries (that is 5 in all) of an issue or question from the readings, from media, or other interesting and relevant sources that describe aging related issues in the present society and relate to the day's topic. A copy of the commentary is to be given to me on the day of discussion, and you should keep a copy for discussion purposes and your files.

Objectives: The course objectives:

a) to gain an understanding of the contemporary psychological research, methodology, theoretical perspectives, and psycho-social issues related to adulthood.

b) to demonstrate sophistication and particular insight into a selected research area that involves a developmental process or issue of adulthood.

c) to participate in topic- initiated discussions of the current information relating to ethical issues that arise in adulthood practices, and to understand the diverse cross- cultural perspectives in the present cohorts that influence their life span..

d) to discuss in depth the cognitive and social challenges that confront adults, but not to train you in managing medical, mental or societal pathologies.

### **COURSE RESPONSIBILITIES;**

1. 20%      **5 Commentaries**
2. 20 %      **Presentation** by members of the class in which the presenter discusses a theme in three articles pertaining to assigned reading/ chapter

The presenter briefly summarizes the main points and discusses the supplements that make the presentation interesting and arresting.

During the first session I will ask you for a commitment to a presentation.

If a topic or issue is not included on the syllabus, please be prepared to give me a brief statement of why you wish to explore that topic, and follow- up by e-mail so that I can better plan the organization of the sessions.

A. **Presentations** For a presentation, students will provide an oral discussion and a written outline for the class on the topic slated for discussion. Down load or provide the source for the articles you review for the class members. See B below. ( I will provide you with a class e-mail roster).

To ensure class members have the opportunity to have a set of notes, presenters will make it easy for members to keep notes on the presentation and to interject their commentaries, as appropriate, to provide another perspective.

- 1) provide an outline in which you define the issue, *briefly* integrate the key points
  - 2) emphasize the theoretical issues,
  - 3) indicate the methods,
  - 4) relevance of the research to present day psychological issues in adulthood..
- (The syllabus lists a number of topics for consideration of the issues in the period of adulthood.)

The class responsibility is to read the chapters and articles prior to class time, and to comment on the readings.

B. A few days before you present, you should have e-mailed a set of focus- questions,

and the articles/ or source to the class (including me), that will direct the discussion, and help focus on the assigned readings.

C. Incorporate in the outline charts, tables or illustrations you believe necessary to help us follow the points you are making. You can use clips or overheads to help you present a thoughtful and precise articulation of the issues. You are the primary source responsible for the presentation. Encourage participation

After I receive a tentative topic commitment from you, (Today and no later than the second Friday), I will provide a presentation schedule so that everyone will know who presents, on what topic, on which day. I will make available a roster of the class members' e-mail so that we will be able to contact one another about presentations, questions, or missed information.

I will meet with each of you individually at an appointed time to discuss your presentation, the commentaries, and the life plots. I will ask you to schedule a meeting with me during the morning hours up to 12 noon on either Mondays or Wednesdays.

Brevity and organization are the keys. The assignments are intended to be informative, interesting and enjoyable.

3 60% Paper. You are to develop life line plots of 2 individuals representing different cohorts, or gender in adulthood, and a life issue or event they might have shared directly or indirectly. As you develop the life line analysis you should focus on specific thematic adulthood issues/ concerns as you compare and/ or contrast the two individuals. Keep the limit of the paper to approximately 20 pages.

**Please attend to the following 7 requirements as you develop the paper:**

1. mention how cohort, historical time, or life span are related
2. apply two theoretical orientations as you analyze the life span plots
3. discuss only 2 of the following suggested items,
  - a. psycho-social mental health, and personality factors
  - b. intimacy, interpersonal relationships, and inter-generational issues
  - c cognitive and information processing concerns
  - d. work and retirement considerations and planning
  - e. healthiness, religiosity, and attitudes toward successful aging
  - f. orientations to life and end of life issues
  - g. roles and life satisfaction issues
4. start by having participants construct a life plot of past, present and expected life markers,
5. include an "Informed Consent Forms" for each individual you are studying. The consent form is available on the IRB website.
6. include in the appendices plots, tables, or figures that help illustrate your discussion.
7. be sure to attach a bibliography in APA style. ( The style manual is available at the reference desk of the various university libraries.)

**Start early-- this is meant to be an enjoyable assignment for you and me.**

**DUE DATES.** The paper assignment is due on or before **Friday of the ninth (9) week of class**. Please put the paper a folder, which can be dropped off in my mailbox any time during the 9th week, or handed in during class time, but PLEASE DO NOT turn it in late. My mailbox in the 1<sup>st</sup> floor in the Psychology Building, and you can leave it there if I am not in my office @ 243 Psychology Building)

Many adulthood oriented journals/ articles are in the Main, Sullivant and Health Sciences libraries, and abstracts and articles can be downloaded.. .

**GRADING CRITERIA:** 100 points total, based on items in the folder

Presentation = 20 %

Paper = 60 %;

5 one page commentaries = 20% .

Reading assignments: :

Specific articles and chapters (reserved and can be copied)

Recommended: Cavanaugh, J., Blanchard-Fields (2002) 5<sup>th</sup> ed., Adult development and aging. Belmont, CA. Wadsworth/ Thompson.

Strongly Suggested: Hoyer, W. Rybash, J. & Rodin, P. ( 4<sup>th</sup> or later ed). Adult Development and Aging: McGraw- Hill. ( I do not have the latest yet)  
(I will try to make chapters available to presenters

## **SYLLABUS**

First Topic:

March 31 Chapter 1 Cavanaugh, 1 &2 in Hoyer.

Introduction to the course, the developmental perspective and the psychological aspects of adults and aging. Discussion of :

I. age: a reliable variable?

Demographics. Who are the adult populations? The rectangular curve

Longevity, life expectancy, maximum life span

Gender, ethnicity and age based segments

Social class, poverty, housing

II Developmental Methodology and Design Issues? Assessing adults

sample concerns, applicability of measures, Age, cohort, historical event confounds.

III Ethical issues in the study of humans

IV Cross cultural generalizations and representative findings

V. discussion of syllabus and topic choice

April 7

Second topic– discuss articles (available ) and the Implications of Chapter 2 in Hoyer.

A. Various Developmental/ Psychological perspectives

Meta-theoretical models; psychodynamics of aging;

e.g.,

1. Stage theories; Life Cycles, structural, constructionism
2. Self and ego development theories
3. Contextual theories
4. Attribution approaches
5. Cognitive theories
6. Dispositions and contextual influences

B. Various Psycho-biological perspectives

Micro- theoretical models:

e.g.,

1. Programmed; limited (Hayflick assumption);
2. Wear and tear models; Life energies;
3. Aging; primary, secondary and tertiary aging
4. Adaptational and compensatory theories

C. Various Psycho/Social/Cultural determinants,

e.g.

Macro-theoretical orientations

1. Systems theory: ecological  
Social status, multiple identities, role theory
  2. Activity; disengagement: abandonment/ loss theories
  3. Cross cultural and cultural ethological
  4. Abuse models
- (Presenter's commitment )**

Third topic chapter 3 Cavanaugh; 3 Hoyer

April 14

The physiological, sensory/ perceptual processes

What are the neural, sensory, skeletal and muscular developments and functional, sensorimotor/ psychomotor changes that impact a gradual change in sensory and psychomotor performance?

e.g.,

- I. Psychomotor/ age related psychomotor functioning. Falling  
Activity level, Vestibular functioning; self in space
- II Physical: Structural and skeletal changes.  
Physical attractiveness and aging stereotypes
- III Peripheral and central nervous changes: senses and neural structural

- IV Biological status: Health factors  
gender and age related differences  
Physiological and sexual factors: sexuality and sexual functioning

Fourth and fifth topic: Chapter 6 and 7 Cavanaugh;  
7 in Hoyer et al

April 21

What are the learning, memory and cognitive processing issues?  
What indicates short term, working and long term system changes with age?  
Episodic and semantic memory changes with age?  
Attentional issues

e.g.,

- I. Information processing/ memory models:  
Aging and Types of memory: episodic, semantic; procedural  
Conscious memory and aging (biological structures involved)  
(e.g., The Andrus study; the Baltimore study; the Seattle study)
- II Studies on orienting; attention; reaction time issues  
What contributes to functional decline?

April 28 chapters in 8 and 9 Hoyer

- III Intellectual performance- is decline inevitable?  
Normal decline, dementia, health status
- IV Intelligence; Problem solving issues;  
Sternberg, Gardner, Seattle longitudinal study:
- V Theoretical issues in Wisdom, creativity; dementia  
What is wisdom? Types of intelligence that measure adult's  
functioning over time. (Beckett article)
- VI Adult Learning styles attentional and motivational resources
- VII Post-formal thinking and how it affects interactions with younger and older  
generations.

Sixth topic: chapter 10 Cavanaugh; 3 and 10 in Hoyer

May 5

Personality  
My-self: social cognition and personality issues  
How do self consistencies or identity change, and are situations or circumstances  
important discontinuities? Levinson, Erikson, etc

e.g.,

- I. Identity, psycho-social outcomes, mentor and integrity issues
- II. personality traits / styles  
McCrea and Costa Dispositions, traits;  
Neugarten research



McAdams findings/ gender and age

- III Studies: longitudinal: Baltimore , Seattle, Berkely,
- IV Self: central tendency:Jung -Individuation and integration
- V. Adult moral reasoning research: gender and culture factors

Seventh topic: chapter 10 Cavanaugh;11 Hoyer

May 12.

How do social and personal relationships evolve? What are the intimate, love, attachment, and commitment issues in adults lives?

e.g.,

- I. Intimate social systems/ contexts and life satisfaction research,
  - Inter-generational relationships:
  - Change in Familial relationships:
    - singleton, couples/marriage; divorce, widowhood,
    - parenting, grand parenting styles
- II Alternative lifestyles in adulthood/ and with age, the feminization of older adulthood.
- III Aging families and cross cultural findings
  - Minority cultural attitudes toward age and aging adults
- IV. Woolf's elder abuse and victimization

Eighth topic: chapter 12 Cavanaugh and 12 Hoyer;

May 19

Work: Public roles: formal and informal

The growing importance of work, retirement, play and leisure roles

e.g.,

- I. Work/ career theories; gender issues
  - e.g., Holland 's model, Super self concept, Ginzberg's shifting career patterns and Raynor's career paths:
- II Job loss and retraining issues: Research implications in adult learning styles?
- III Leisure and informal roles; concepts of work, vocation, avocation, play,
- IV Retirement: RIF: stress and challenge; on and off timing
  - Gender issues

Ninth topic: Chapter 4 in Cavanaugh; 5 in Hoyer

May 26

Mental Health, successful aging and life satisfaction

What are the coping resources and life event stresses, and are they gender related?

e.g.,

- I. Inter-generational and intra-generational support;  
Sibling relationships  
Spouse relationships/ significant others
  - II Confidants; adult friendships
  - III Group affiliations and social commitments: Social /civic/ religious groups
  - IV Hope and religiosity  
Life 'review' process and the life 'narrative'
  - V. Social convoy; Care giving- gender issues,
  - VI. Psychological disorders and interventions
- Paper Due**

Tenth topic: Chapter 13 in Cavanaugh; 13 in Hoyer

June 2

Life's final chapter: Death and quality of life issues

e.g.,

- I. What is a death? Present day concerns with definition
- II Incomplete Models of the terminal life phase, re: death, dying, grieving  
Kubler-Ross, Parkes and Bowlby, Schneiderman & Kastenbaum
- III Grief, mourning: Cross cultural rites
- IV Decision Making Issues: When is an adult competent?  
Living will, durable and health power of attorney, home, hospice issues,  
Inter-familial/ generational issues.
- V. DNR, PVS, coma; hydration and nutrition/ supplements