

Psy 562 Psychology of Adult Development and Aging Syllabus Winter 2017

Instructor

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Meeting Times and Location

Class: Tue & Thurs, noon - 1:50 PM, University Technology Services (UTS) Room 209.

Course Description: This course concerns theory and research on development of the individual with a focus on middle and older ages. A wide range of topics relevant to the psychology of aging will be discussed, including memory, social relationships, identity and personality, health, research methods, death and dying, and successful aging. Expected preparation: Stat 243 and Stat 244, Psy 311 and Psy 321 plus one of the following: Psy 459, Psy 460, or Psy 461.

Required Texts:

Whitbourne, S.K., & Whitbourne, S.B (2014). *Adult Development and Aging: Biopsychosocial Perspectives, 5th Edition*. New York: Wiley. ISBN: 1118425197. (W&W on schedule below)

Whitbourne, S.K., & Swliwinski, M.J. (2012). *The Wiley-Blackwell Handbook of Adulthood and Aging*. ISBN: 1119237882. (W&S on schedule below)

Grades

Grades are based on weekly reading commentaries (50 points, 16.7%), academic journal article critiques (150 points, 50%), and an oral presentation (100 points, 33.3%). Letter grades are assigned according to the following percentage categories out of the total of 300 points: $\geq 90 = A$, 85-89.9 = B+, 80-84.9 = B, 75-79.9 = C+, 70-74.9 = C, 65-69.9 = D+, 60-64.9 = D, $< 60 = F$. Incompletes will only be given in extenuating circumstances.

Weekly Reading Commentaries (5 points each)

Each week you will be required to turn in a one-page commentary on the readings for that week on each Thurs by 10 am via email. Comments should be in the body of the email rather than attachments and should not exceed one page. The commentaries should be a brief summary of the topics covered in the assigned readings (both texts) as well as an informal set of questions and comments about the chapters. Late submissions receive a 0. Please see the separate instruction handout about assignments for details and grading.

Academic Journal Article Critiques (50 points each)

There will be two short papers, about 5 pages each, in which you will summarize and critique a peer-reviewed journal article (due dates on the schedule below). The purpose of these papers is for you to get very familiar with one study that is mentioned in one of your readings from each section (either text) in order to better understand how the specific methods, measures, and analyses are used to address a particular research question. Please see the separate instruction handout about the assignments for details and grading. Turn in a hard copy of your paper the day it is due (electronic copies will be accepted with prior permission only with instructor approval). Late papers will only be accepted without penalty if there is an extenuating circumstance, such as a family emergency (e.g., death in the family), you have a serious health issue (e.g., hospitalization, you break a bone that day), or the birth of your child. Otherwise 5 points (10%) will be deducted from the grade for the paper for each day it is late.

Oral Presentation (100 points)

You will give a 30-minute presentation to the class based on one chapter from the Whitbourne and Sliwinski *Handbook* that corresponds with the topic coverage in the schedule. Let me know by January

17 via email which topic and date you choose (first come first serve). Please see the handout about assignments for more details and the grading rubric.

Academic Conduct

Students are expected to abide by the Portland State University code of conduct in terms academic integrity and behavior (<https://www.pdx.edu/dos/psu-student-code-conduct>). Infractions of academic integrity include cheating on exams, buying or selling course assignments or exams, and plagiarism (using another writer's words without quoting and attribution). Students are encouraged to contribute to the discussion, think aloud, and voice their opinion, but I also expect interactions to be respectful, including listening to others, avoiding interruptions, not monopolizing the discussion, and justly treating fellow classmates regardless of race, ethnicity, nationality, gender, sexual orientation, disability, age, or socio-economic status.

Disabilities

I am happy to make any necessary arrangements with students who have a disability and are in need of academic accommodations. If you have not done so already, please contact the Disability Resource Center, 116 Smith Memorial Student Union, <http://www.pdx.edu/drc/>, Email: drc@pdx.edu, for assistance and any testing arrangements. I would appreciate it if you would check with me as soon as possible to discuss any needed accommodations and to make sure that I have received a faculty notification letter. If any aspects of instruction or course design result in barriers to your inclusion or learning, please let me know

Schedule

Week 1

1/10 First class meeting
1/12 W&W Chapter 1: Themes and Issues in Adult Development and Aging
W&S Chapter 1 Theoretical Perspectives: A Biopsychosocial Approach to Positive Aging (Friedman & Ryff)

Week 2

1/17 W&W Chapter 2: Models of Development: Nature and Nurture in Adulthood
1/19 W&W Chapter 3: The Study of Adult Development and Aging: Research Methods
W&S Chapter 4: Methodological Issues in Research on Adult Development and Aging (Hofer, Rast, & Piccinin)

Week 3

1/24 W&W Chapter 4: Physical Changes
1/26 W&W Chapter 4: Physical Changes
W&S Chapter 6: Behavioral Stability and Change in Health Across the Adult Life Cycle (Siegler & Davey)

Week 4

1/31 (no class, undergraduate Exam 1)
2/2 **Journal Article Critique 1 due**
W&W Chapter 5: Health and Prevention
W&S Chapter 5: Physical Exercise and Health (Katzel & Steinbrenner)

Week 5

2/7 W&W Chapter 5: Health and Prevention
2/9 W&W Chapter 6: Basic Cognitive Functions: Information Processing, Attention, and Memory
W&S Chapter 9: Memory and Aging (Small, Rawson, Eisel, & McEvoy)
W&S Chapter 7: Processing Speed (Dirk & Schmeidek)

Week 6

2/14 W&W Chapter 7: Higher-Order Cognitive Functioning
2/16 W&W Chapter 8: Personality
W&S Chapter 11: Personality Development in Adulthood (Newton & Stewart)
W&S Chapter 13: Personality and Aging: Cognitive Perspectives and Processes (Graham & Lachman)

Week 7

2/21 (no class, undergraduate Exam 2)

2/23 **Journal Article Critique 2 due**

W&W Chapter 9: Relationships

W&S Chapter 19: Partners and Friends in Adulthood (Blieszner & Roberto)

W&S Chapter 20: Intergenerational Relationships and Aging (Birditt & Wardjiman)

Week 8

2/28 W&W Chapter 9: Relationships

3/2 W&W Chapter 10: Work, Retirement, and Leisure Patterns

W&S Chapter 21: Retirement: An Adult Development Perspective (Wang)

Week 9

3/7 W&W Chapter 11: Mental Health Issues and Treatment

3/9 W&W Chapter 12: Long-Term Care

W&S Chapter 14: Affective Disorders and Age: The View Through a Developmental Lens (Piazza & Charles)

W&S Chapter 15: Alzheimer's Disease and Other Dementias (Steinerman & Lipton)

Week 10

3/14 W&W Chapter 13: Death and Dying

3/16 **Journal Article Critique 3 due**

W&W Chapter 14: Successful Aging

W&S Chapter 23: Successful Aging (Depp, Vahia, & Jeste)