

**FALL 2018**  
**UNIVERSITY OF THE BAHAMAS, MAIN CAMPUS**  
**PSYCHOLOGY 430, ADULTHOOD AND AGING**  
*Dr. Rosalyn M. King, UB-Fulbright Visiting Professor*

**COURSE SYLLABUS**

**Office Hours:** Monday, 4:30-6:00 pm.  
Online: Wednesday and Thursday-2:00pm-3:30pm. Other hours by online videoconference.

**E-mail:** [roking@nvcc.edu](mailto:roking@nvcc.edu)  
**Office Location:** TBA

**Telephone:**  
1+(202) 368-4328 (Cell)

**Professor's Web site:** <http://www.psyking.net>

**REQUIRED READINGS**

Bjorklund, B. R. & Bee, H.L. (2015). **The journey of adulthood, 6e.** New Jersey: Pearson-Prentice Hall.

Erikson, Erik. (1968). **Young man Luther.** New York: W.W. Norton and Company.

Buettner, Dan. (2012). **The blue zones: 9 lessons for living longer.** Washington, DC: The National Geographic Society.

*Other readings will be assigned and recommended.*

*(Please order the books through the course website by clicking on any of the amazon.com icons on the course website.)*



## COURSE DESCRIPTION AND OBJECTIVES

The development of the individual is an exciting process beginning with the rapid metamorphoses of cells at conception and continuing through intricate changes of growth and aging. The study of development is also intriguing because each of us, and everyone we care about, is constantly developing. Therefore, this course embraces both scientific discoveries and personal insights.

The field of lifespan developmental psychology represents a relatively new approach to a longstanding interest in how people change with age. This course will examine the pertinent theories about development and discuss the findings from research, which reveal solutions, approaches, experimental and clinical evidence from measurement and testing.

This course is designed for you to learn about the best that the field has to offer regarding guidelines, approaches, interpretations and solutions relative to development in adulthood and aging. The goal is for you to gain new knowledge and understanding with implications for practical application. Application to everyday life will be drawn from the exploration of theories, readings, research, and discussion.

In this course, students explore the psychological and physical changes of adulthood and aging. Students assess diverse cultural variations in adult development and aging as well as research issues in adult psychology. You will accomplish some of the following: 1) become familiar with theories of adult development; 2) learn and understand the developmental milestones taking place in adulthood and aging, with a focus on physical, cognitive and psychosocial processes; 3) examine cultural influences on development, and 4) critique related readings and research on adulthood and mature adulthood.

The following objectives are set for this course:

- **CURIOSITY:** To develop and nurture a desire to learn more about development. This curiosity should be demonstrated through an enthusiasm for exploring information and knowledge set forth in the textbook, as well as discovering and examining supplementary reading material and research studies.
- **APPRECIATION:** To appreciate the complexities and subtleties of change across the lifespan, and the individual and cultural differences.
- **KNOWLEDGE:** To become knowledgeable of the current research findings and guidelines about human development that contribute to empowerment and individual growth and development.
- **UNDERSTANDING:** To learn the basic theories, concepts, principles, approaches and recommended strategies that comprise the body of knowledge about adult development and aging.
- **APPLICATION:** To apply the knowledge gained to your professional and everyday life.
- **ENJOYMENT:** To enjoy the process of dialogue, exploration, inquiry, and learning in this course.

## CLASS SCHEDULE

Classes will meet at the regularly scheduled time. There will be 13 to 14 class sessions. A detailed class schedule is attached.

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## CLASS PREPARATION

This course will use a combination of activities in the classroom including lecture, discussion, critiques of books and periodicals, group work, cooperative and collaborative learning, public forums, media presentations, and more. The time constraints on this course are such that your professor may not be able to lecture on all aspects of your readings. *You will be held responsible for all material assigned in your text or supplementary readings.*

Students are expected to read the assigned chapter(s) and any assigned readings before class and come to class prepared to participate. Individual students or groups of students may be asked to make special presentations in class periodically.

## GRADED ASSIGNMENTS AND PRODUCTS

This course allows you to learn and engage in course material in a variety of formats. Likewise, your graded assignments will include a combination of authentic oral and written assessment formats. These include: impacts and issues presentations; 2 oral book reports; written reflection ; and, a final research, field or service project in oral and digital presentation presented at a formal symposium. Below is a breakdown of your assignments.

- I. **Pre- and Post-Research and Reflective Analyses: Oral & Digital Presentations**  
**Part 1:** Impacts on Adult Development  
Oral Group Reports--**Up to 50 Points**  
**Part 2:** Course Summary and Policy Implications  
Oral Group Reports--**Up to 50 Points**  
**Total Points-100**
  
- II. **Adulthood: Oral Book Report and 1 Written Reflection Paper**  
**Part 1:** Erikson Book-*Young Man Luther*--**Up to 50 Points**  
**Part 2:** Written Reflections on Adulthood--**Up to 50 Points**  
**Total Points-100**
  
- III. **Mature Adulthood: Oral Book Report and 1 Written Reflection Paper**  
**Part 1:** Buettner Book-*The Blue Zones*--**Up to 50 Points**  
**Part 2:** Written Reflections on Mature Adults, Centenarians, Aging--**Up to 50 Points**  
**Total Points-100**
  
- IV. **Special Issues Reports: Oral & Digital Presentations**  
**Part 1:** Adulthood - **Up to 50 Points**  
**Part 2:** Mature Adulthood, Aging, Centenarians- **Up to 50 Points**  
**Total Points-100**
  
- V. **Symposium on Adulthood and Aging: Oral & Digital Presentations**  
Final Research Project (Group or Individual)-**Up to 100 Points**  
**Total Points-100 Points**

All paper products must be submitted typewritten, adhere to the APA format, include a cover page and references. No handwritten responses will be accepted.

## REQUIRED FINAL DIGITAL RESEARCH PROJECT

You have an option of choices for a final digital research project. Whatever option you choose, you must present a summary discussion in the Symposium /Forum on Adulthood and Aging to be held toward the end of the semester. *You should also be prepared to discuss your thinking relative to your final project with your professor. Please make an appointment for this discussion. Do not attempt to discuss with me via e-mail or in the classroom.* An overview of each type of assignment is described below. You can also schedule a teleconference.

### *Digital Research Project*

Instead of a research paper, you will be required to develop a theoretically oriented research project. This project can also include an applied side; that is, you may incorporate some action-oriented research, observation or field work into the research analysis. The area of focus for your paper can be on any developmental period covered during the semester that you are interested in or want to learn more about. It should also have a topical focus.

Ideally, your project should be on the developmental period of most interest to you or have plans to pursue in your professional career; or, that you want to know more about as a current or future educator, psychology student, practitioner or scholar. You should take this project very seriously and begin to think about it early in the semester. You will be required to develop an outline of your project and submit for approval by your professor. This includes having a discussion of your thinking relative to your topic of interest and reading or research with your professor.

## OTHER OPTIONS FOR THE FINAL DIGITAL PROJECT

### *Digital Portfolio or Digital Research Paper*

**Portfolio development** will include a collection of articles and objects that are examples of concepts, theories, and information learned during the semester. The portfolio collection will illustrate what you have learned and how what you include and discuss is connected to what you have learned. The portfolio can include articles, editorials, photographs, video clips, interviews, exhibits, models, etc. Each item, article or object included in your portfolio must have a reflective written narrative. The reflective narrative is a critical component of the portfolio. These narratives must follow the written guidelines for portfolio development.

You are required to present your portfolio to the class during the forum. If you are interested in portfolio development, you should download the written guidelines from the course website and carefully review them. These guidelines outline the requirements and criteria for portfolio development and how it will be graded.

**Digital Research Paper** is a more traditional form of scholarly research presented in digital format. It follows the format for writing formal research papers with citations in the APA format. The great difference with the digital format is that you can link to scholarly articles, present colorful graphs and metrics and add videos and other related links to your paper to support your work. In addition, in the reference section of your paper, you can link to actual online articles.

### *Phenomenological, Field Research or Service Learning*

**Phenomenological Research and Fieldwork** can include research on the lived experiences of the adults and seniors who are the focus of this course. You can conduct phenomenological research with emerging adults, adults in early, middle and late adulthood. Further, your inquiry might investigate centenarians or longevity techniques used by these individuals. You can also consider conducting field research and observations in many settings where you can study these populations, such as senior centers, retirement living communities,

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senior daycare centers, nursing homes, assisted living facilities, rehabilitation centers and more. You can research and interview developmental scientists and other practitioners working with these populations. If you are currently working in a setting with these populations, you can use your setting for research.

Your research and field experience must be prefaced with a research question or questions that you would like to address along with a review of the related literature on the topic you choose. This review will provide the background information necessary to prepare for the field research and to assist in developing your research question(s). Therefore, your background research should be conducted prior to your going into the field. If you are interested in fieldwork, you should begin to read the research and seek guidance from your professor on preparing for fieldwork, including negotiating entry, observation methods, interview methods, field questions, preparing reports and how to exit the field site.

*Service Learning* is an opportunity to perform 8-16 hours of community service in a psychology-human development related setting with the populations that are the subject of this course. Service learning programs involve students in organized community service that addresses local needs. At the same time, you are developing your academic skills and sense of civic responsibility and commitment to the community. You serve and learn. In this regard, you will select an organization related to your area of interest. You are responsible for finding and negotiating entry into an organization for your service.

You are required to write a description of your service or produce a photographic essay and journal; or, you can produce a videotape of your service. (Please note that you must get permission from the subjects and the institution to take photographs, etc. in keeping with the ethical standards.) You also are required in your final report to discuss the significance of your service to your personal, professional and academic development. Students must also address how the service is related to course content covered in class during the semester. If you are interested in participating in service learning, *please download written guidelines for Service Learning Projects and the required components of the paper/presentation along with the grading criteria from the course website.*

### ***Develop Outline, Discuss and Seek Permission for all Research Projects***

Make an appointment to meet with me. A good time will be during the development of your initial thinking and as you prepare an outline from your readings. **Please do not attempt to discuss your paper or plans with me during class time or during the break. I will not remember the details, nor am I focused clearly on your needs at that time. My energies during class time are on delivering instruction. Make a separate appointment to talk to me during office hours. Or, schedule an online videoconference or teleconference at a mutually convenient time.**

*Note: If you require any special accommodations, please do not attempt to discuss or submit forms during class time. You must make an appointment to meet with the professor about your special needs.*

## **SYMPOSIUM ON DEVELOPMENT**

At the end of the semester, you will be required to present your final research project in a student symposium on development. Presentations may be in teams, groups or individual. You will be graded during the presentation based on a set of criteria.

You can be as creative and imaginative as you wish during your presentation at the symposium. You can use videos, overheads, handouts, and other forms of media. Student presenters should consider this experience as practice for participation in a formal conference where participants are coming to learn new

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information. Therefore, you should conduct your presentation in a professional manner. Your topic and an abstract of your presentation/paper should be provided to the instructor the week before the forum to be included in the program for participants. Time allocations will be provided and usually are limited to 15-20 minutes, depending on the size of the class.

For this symposium, students in the class can invite the public, parents, other students and guests to attend. One or more students will be asked to volunteer from the class to serve as Coordinator(s). The Coordinator will be responsible for organizing and developing the program, advertising the forum to the campus and public, preparing and posting flyers around campus, coordinating the potluck reception. *Bonus Points are earned by students serving as coordinators.*

The formal product also should be ready to hand-in at the time of the forum. The product required is a printout of the slide presentation in slide format. Remember that this digital presentation should include references, citations in the body of the presentation and use the APA format.

## GUIDELINES FOR ALL PAPERS

# ATTENTION!

### *Style and Formatting*

It is required that you use the official **American Psychological Association (APA)** format for your written papers and projects in this class. See the [Publication Manual of the American Psychological Association or the Concise Rules of APA or the Online Style Manual](#). The research project must include citation of bibliographic data sources - in the body of the paper and on a reference page at the end of the presentation. It is advised that you begin early in the semester learning the APA format as you will be penalized for using any other form. You can also go to the APA web site to get examples of how to cite data sources including sources from the Internet and how to put a reference page together at: <http://www.apastyle.org>. On this page find the Frequently Asked Questions (FAQs) section. You also can purchase online your own copy of: *Mastering APA Style for Students*.

Another critical formatting requirement is that **you must include subtitles in the body of your presentation or paper**. *Please do not submit a running paper with no subtitles and no cited references included in the body of the paper.* Please also **do not** title your reference page as *"Works Cited;"* but instead *"References."* **Use only the APA format for writing your paper.** If you need more direction on this point, please make an appointment to meet with me.

### *Plagiarism*

**Plagiarism will not be tolerated.** **Plagiarism can be defined as presenting the ideas or words of another as one's own.** Any information taken directly from a source should be credited to that author and/or source in a footnote. Even if you are paraphrasing an author's idea, you should give credit to that author. A paper written without any citation of sources in the body will be suspect and you could be accused of plagiarism. Please be careful and ethical in this regard. Also list all your citations on your reference page.



# ATTENTION!

## *Cover Page*

Your paper and any submitted assignments should include a cover page, with your name, course, instructor's name, type of paper or project and topic of paper or project. Also indicate the number of the project. Such as: Portfolio for Exam #1, etc. Your paper should be submitted on time. Papers will not be accepted after the due date. Papers should be between 5-8 pages in length. **PAPERS SHOULD NOT BE OVER 10 PAGES.**

# ATTENTION!

## *Regarding Sources from the Internet*

All sources taken from the Internet should be appropriately cited. Please consult the research manuals in the library, the APA Style page on their web site, or the sources listed in the web course for the proper written citation of Internet sources. You may not solely use the Internet for sources included in your paper.

*Internet sources may not amount to more than half the sources used in your paper unless they are from scholarly online journals or sites with scholarly citations of content.*

It is recommended that you use the College library online research data base for your research. Your professor strongly recommends you carefully screen the articles selected from the Internet for their validity and credibility. While the Internet is an invaluable resource, there are many reports that are not credible there also. If you are unclear about an article's validity, please check with your instructor before using it.

*WIKIPEDIA is not an acceptable bibliographic entry and should only be used as a general reference leading to other sources. It is highly recommended that you not quote or cite Wikipedia in any scholarly report in this course.*

## Grading Criteria for Research Projects

All papers, reports will be read and evaluated based on a set of criteria and a point system totaling 100 points. Criteria will include: **organization and format (10 points); clarity/quality of content (25 points); typed paper with cover page (10 points); documentation and citation of data sources in text, or review and discussion of literature, or thinking and analysis displayed (25 points); thoroughness and conciseness of content (20 points); and inclusion of a bibliography with at least 6 sources (10 points).** All other projects will be

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evaluated using a set of criteria as indicated on your guidelines handout for each type of project as found on the course website. All papers should be typewritten.

### ***Overall Grading Policy***

For this class, you are responsible for all assignments which will total 5 grades. Your course grade will be determined by adding raw scores from all assignments and examinations and computing the average score. Therefore, every assignment is important. **It is important to make every grade. Missing any grade assignment can result in your failing this course.** The grading system is as follows: 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 & Below=F.

## **ATTENDANCE AND PARTICIPATION**

Students are expected to attend all class sessions except in cases of emergency (e.g., illness, death in the family), the advent of religious holidays - the observance of which requires restriction of daily activity), or when participating in official college functions (e.g., field trips or other designated events). **In these cases, you are to inform the instructor prior to missing class as to the reason for your anticipated absence. In the case of absence for special personal reasons other than those mentioned, it is your responsibility to confer with the instructor about whether the absence is to be considered as excused. You will be penalized for an excessive number of absences.** Attendance and participation will be factored into all grades. Points will be deducted from the total grade for persons with poor class attendance. **Being on time for class also is important.**

# **ATTENTION!**

***It is your responsibility to withdraw from the course before the designated withdrawal date. Your instructor will not withdraw you and you will receive an F grade for nonattendance unless you provide documentation of extenuating circumstances.***

### ***BONUS POINTS***

You can receive several bonus points to be added to your final average at the end of the semester for your participation in a variety of related class activities during the semester, including your participation and class summaries.

## **OTHER REQUIREMENTS**

### ***Class Summaries***

Students will be asked to volunteer (or randomly selected) to summarize the activities and discussion of the previous class based on their notes, understanding or analysis. This summary takes place at the beginning of each class. The assigned student will be responsible for providing their own thinking and analysis of information covered in the previous class and to discuss how the material discussed can be applied to everyday life.

Each student assigned to provide the summary should also be prepared to bring a one-minute motivator to

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class to energize your classmates. This one-minute motivator could be a poem, a game, a puzzle, some physical activity, a song, a quotation or something innovative and creative from your imagination. The beginning of class is also a time that you may share with the class an article or study you have read related to the topic of discussion.

### *Class Presentations*

Students may be asked to make special presentations or share thinking or written assignments. All students are required to make a brief presentation of their research paper/project to the class during the topical forums. This is an opportunity for all of us to benefit from your research by sharing information, knowledge and scientific data.

### *Creating an Ideal Learning Environment*

We are confident that you will continue to make every effort to help create a warm, friendly, courteous, respectful, and positive learning environment for all in the classroom. Please turn off cell phones and take your hat off when entering the classroom. Talking with classmates during class lectures and discussion will not be tolerated. This also is disruptive and disrespectful to your instructor and your classmates. **Regardless of the clock, please wait until the instructor indicates that the class has ended before closing books, gathering belongings, putting on coats, etc. This is disrespectful and disruptive to others.**

### *Outside Assistance*

Students are encouraged to use the many services offered by the university to assist and support your academic work. This includes the counseling center, the writing center, the tutoring center, among others. These services are available to you at no cost to aid and support your learning. Meetings may also be arranged with the instructor for assistance during office hours or by appointment.

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2018*

## Honor Code and Pledge Statement

Embodying the ideals of academic honesty, integrity and responsible citizenship is at the core of the foundation of all academic work and student conduct here at UB and most other colleges and universities. Enrollment at UB presupposes a commitment to the principles embodied in these codes and a respect for the tradition of integrity and honesty. Your participation in this course comes with my full expectation that your work will be completed in full observance and respect of the Honor Code. Academic dishonesty in any form is unacceptable and is a breach in academic integrity. However small, such dishonesty would be destructive to the life and work of the institution. As a result, the following statement is required to be attached to all submitted papers and projects:

*In this paper, every opinion from someone else has been properly credited (whether it is a direct quotation enclosed in quotation marks, a summary, or a paraphrase). All factual information (common knowledge or uncontested knowledge), though not credited in any way, has been stated in my own words. In using factual information, I have not copied entire sentences or portions of sentences in the exact words of another. This paper is my own work. No one has helped me in the organization or writing of this paper. I have read the complete assignment.*

Signed: \_\_\_\_\_ (Your Name)

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