

Course Syllabus for Adulthood and Aging: Spring 2012
University of Wisconsin-Green Bay
HUM DEV 343
Section 1, TR, 11:00-12:20 p.m., MAC-206
Section 2, TR, 2:00-3:20 p.m., MAC-109

Professor:

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Office hours (MAC-C319):

Tuesday and Thursday: 9:30 am - 11:00 am; 12:30 pm - 2 pm; and by appointment. Please e-mail (vondrasd@uwgb.edu) or call (465-5012) to leave messages, arrange appointments, ask questions, etc.

Course description and goals:

To survey and analyze various concepts, research, and theories regarding aging and developmental processes throughout the adult years. Learning is an ongoing process of acquiring new perspectives, knowledge and understandings. Thus, throughout the course we hope to gain a comprehensive understanding of the ideas and perspectives we encounter, making connections between psychological, social, cultural, and biological factors that influence development throughout the adult years and in old age.

Specific learning objectives for the successful student include the following:

- § An in-depth understanding of the concepts, research, and theories of adult development and aging.
- § An in-depth understanding of bio-psycho-social interactions that occur in ongoing adult development and aging.
- § An understanding of socio-cultural influences on life-span developmental processes.
- § An understanding of relationships between psychological and social processes and the individual's physical and mental health.
- § An understanding of applied interventions to aid the individual as they age.
- § An understanding of Gerontological theories (e.g., continuity theory, life-review, etc.)

Expected performance outcomes include the following:

- § Students will be able to describe and explain research methods used in Gerontological research.
- § Students will be able to describe and explain changes in biological processes with advancing age.
- § Students will be able to identify the milestone events that characterize adult development.
- § Students will be able to describe different bio-psycho-social interactions that occur with ongoing development.
- § Students will be able to describe different interventions for mental health problems, as well as ways to optimize everyday functioning.
- § Students will be able to describe and explain Gerontological theories (e.g., selective optimization with compensation, gerotranscendence, etc.)
- § Students will be able to describe psychological and social changes that occur as a function of aging.
- § Students will be able to relate and understand various aspects of adult development and aging to what they observe and experience in their own lives.

Assigned textbook:

Adult Development and Aging (Sixth Edition) by John C. Cavanaugh and Fredda Blanchard-Fields, 2011. Publisher: Wadsworth (ISBN 0-495-60174-6). Like many textbooks, this book contains a technical introduction to adulthood and aging, and covers many current issues. Given the nature of the course, however, it packs quite a bit of information into relatively few pages.

Course Overview:

Lectures and class activities: The content of lectures will range from a close correspondence with the textbook to the presentation of material not covered in the textbook at all. The lectures will cover what I think is important for you to know about, and these priorities are reflected in the exams. We will also undertake other classroom and online activities, such as viewing a video presentation, participating in a demonstration, etc. If you miss a lecture, ask a classmate if you may make a copy of their notes and discuss with them what you missed. To help you develop all the resources available to you, in the first few weeks get to know some of your classmates and then make a note of their telephone number and e-mail so that you can share notes, be filled in on what you might have missed, discuss ideas and concepts, study together, etc.

In-class assignments: Occasionally there will be small group activities, brief essays, and quizzes administered either in class or via D2L. These assignments must be completed in class during the allotted time. Note that no make-up opportunities of in-class assignments will be provided.

Exams: There will be three exams given. Note that the exam items will be taken from the reading assignments, lecture, and other class presentations, and the final exam will include a cumulative component.

Connecting learning to life: Students will have opportunities to participate in small group discussions and field-learning activities.

Class participation: Attending and participating in class activities is very important and reading assignments should be completed before coming to class so as to facilitate each student's full participation in class activities. Excessive unexcused absences will require withdrawal from the course. Contact the Professor if for any reason you are not able to attend class.

Grade assignment: Final grades will be assigned based on the total accumulated points from Exams 1, 2 and 3, and all other class assignments. Exam and Final grades will be assigned using the following criteria:

Letter Grade	Percent of Cumulative Total
A	100-93
AB	92-90
B	89-82
BC	81-79
C	78-65
CD	64-60
D	59-55
F	54-00

Policies on classroom etiquette, academic integrity, fair treatment of students, submitting written assignments, exam schedule, make-ups, students with disabilities, class attendance, class discussion and reading assignments, and covering topics in sequence with dates:

§ No question is a dumb question. Learning and discovery involves asking any and all questions one may have. Thus as we develop our understanding, any sort of question may be posed and any idea discussed, even those that may just be "opening" questions.

§ Respectfulness towards all persons and of their right to voice their unique opinions is one of the basic foundations of academic life. Simply put, disrespectful behavior is inappropriate and unacceptable. Students are expected to demonstrate respectful behavior in and outside the classroom. Students who are disrespectful of others will be promptly expelled from class.

§ Active learning involves asking questions and being a part of the flow of discussion. Thus please do not use lap-top computers, or conduct text-messaging during the class session. Also, please turn off all cell phones during the class session.

§ Violations of standard rules of academic integrity (e.g., plagiarism, cheating) will be reported to the Human Development Program Chair and may lead to disciplinary action that could result in expulsion from the University. Individuals who plagiarize an assignment or cheat on a quiz or test will receive a zero (i.e., no points) for the assignment, quiz, or test.

§ All students will be treated the same and fairly. The Professor will not and cannot provide any treatment to one student that is not provided to all students.

§ All exams are to be taken on the dates noted in the Class Schedule, however an exception may be made for extenuating circumstances (e.g., death in the family).

§ There will be no make-ups provided for quizzes or reflection papers.

§ As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. If you anticipate that you may require special assistance while completing an exam (e.g., extra time), please notify me as early as possible prior to the exam date so that I can assist you.

§ Class attendance, participation in class discussions, and staying current with reading assignments is expected of each student. Only a cataclysmic event (e.g., natural disaster) should prevent you from attending class, being involved in discussion, covering the assigned reading, and fulfilling your responsibilities as a student.

§ The Class Schedule may at times change so as to facilitate learning and comprehension.

Student resources:

Academic Resource Center: College level coursework engages the person in complex reading, homework and writing assignments, all designed to develop critical thought and problem-solving applications. If you wish to improve upon your scholarship skills or need special assistance, one resource available to you is the Academic Resource Center (Room 1926 Student Services Building). The educational support and multicultural services available through the Academic Resource Center are free to all students attending UW-Green Bay. Contact the Academic Resource Center at (920) 465-2710 to find out more about their services or set-up an appointment. The people at the Academic Resource Center want to help assist you in being successful as you pursue your academic goals.

Students with Disabilities: If for any reason you may need special assistance due to a disability, please contact the Office of Disability Services (Room 1500 Student Services Building). If you have any questions or concerns, contact the Coordinator of Disability Services at (920) 465-2849. The people at the Office of Disability Services want to assist you in successfully attaining your academic goals.

Counseling and Health Center: All currently enrolled UW-Green Bay students are eligible for Counseling and Health Services (Room 1400 Student Services Building). The Counseling Services include short term counseling and referral, crisis intervention, help with stress management and time management, vocational and personality assessments, and alcohol, tobacco, and other substance abuse prevention programs. The Health Services is a medical clinic on campus and offers various services that include assessment of illness and injury, over-the-counter medications, allergy injections, tuberculosis skin testing, routine immunizations, immunization for travel abroad, laboratory testing, and reproductive health services. Counseling and nursing assessment is free to all students attending UW-Green Bay. If you want more information or feel you may need the services provided by the Counseling and Health Center, contact them at (920) 465-2380.

Information about Student Internships, Research Opportunities, and Teaching Assistantships: Opportunities for student internships, research opportunities, and involvement as a Teaching Assistant is found at the following site:

<http://www.uwgb.edu/vondrasd>.

Class contacts:

Classmate (Name): _____ Telephone: _____ e-mail: _____

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Class Schedule for Spring 2012 - Adulthood and Aging

Week of:	Topics	Reading Assignments and Exams
1/23	Introduction: Research methods and Issues (Chap. 1)	Begin reading chapters 1, 2, 3, 4, and 14 from the textbook.
1/30	Neuroscience as a basis for adult development (Chap. 2)	
2/6	Physical changes (Chap. 3)	
2/13	Longevity, health, and functioning (Chap. 4)	
2/20	Successful aging (Chap. 14)	Exam 1 – 2/23
2/27	Person and environment interactions (Chap. 5)	Begin reading chapters 5, 6, 7, 8, and 9 from the textbook.
3/5	Attention and memory (Chap. 6) Outside-Class Critical Self-Reflection – Submit Essay via D2L (will not meet in classroom) 3/8	
3/12	Spring Break – No assignment	
3/19	Intelligence (Chap. 7)	
3/26	Social Cognition (Chap.8) and Personality (Chap. 9)	
4/2	Personality (Chap. 9) continued	Exam 2 – 4/5
4/9	Clinical assessment, mental health, and mental disorders (Chap. 10)	Begin reading chapters 10, 11, 12, and 13 from textbook.
4/16	Interpersonal relationships (Chap. 11) Outside-Class Interview of an Older Adult – Submit Essay via D2L (will not meet in classroom) 4/19	
4/23	Work and retirement (Chap. 12)	
4/30	Death and dying (Chap. 13)	
5/7	Final Exam	Exam 3 – 5/8 - Section 1 at 10:30 am Section 2 at 1 pm