



RPSY300 – Adulthood
and Aging
Master Course Syllabus

Course Overview (QM Standards 1.2)

Course description: *Adulthood and Aging* is an eight-week online, three credit hour course developmental psychology class that explores the lives of adults from 21 until death. It takes a Biopsychosocial approach to development and investigates the interaction of physical maturation and aging with cognitive growth and decline and social interactions and expectations. The course will be delivered entirely online, including exams, assignments and communication.

Course Goals:

1. Identify, explain, and discuss the many influences that impact who we are: genetics, family, physical environment, peers, society, health and culture.
2. Identify, explain, and discuss the major theories of development.
3. Identify and discuss the many aspects of aging: physical, mental, emotional, social and psychological.
4. Identify and describe the importance of prevention to minimize the impact of aging on the body and on health and well-being.

Pre-Requisites (QM Standard 1.6)

There are no course prerequisites for this course other than being an RBA (Regents Bachelor of Arts) student.

Minimum Technical Requirements and Online Resources (QM Standards 1.5 & 1.7)

In addition to a web browser (preferable Firefox) that is Blackboard compatible, you will need the other WVROCKS supported technologies outlined in the student policies section.

Online Resources: This course makes use of many online resources. I have made every effort to make sure the links I have are up-to-date. However, due to the changing nature of the web, you may find that a resource is temporarily unavailable or has been removed. If this should happen, please send me an email and I will find an alternative resource or modify the assignment accordingly.

Instructor Information (QM Standards 1.8 & 5.3)

Individual instructors complete this information.

Virtual Office Hours

I am available in my virtual office by appointment only. Send me an email to set up an appointment.

Personal Commitment

My personal commitments to you as a participant include:

- I will reply to course mail messages within 24 hours;
- I will read all discussion postings and will reply where appropriate within 3 days
- I will acknowledge my receipt of every course mail message immediately upon reading it. If I am unable to respond to the request or concern at the time of initial reply, I will give you an estimated time for my next reply.
- If I am going to be away from the course space for more than a day or two, I will send a message to you indicating the length of my absence.
- I will regularly update information regarding due dates in the course announcements.

Optional/Required Course Materials (QM Standard 4.6)

You will find your required textbook information in the course catalog at <http://ilearn-wvrocks.wvnet.edu>. All other materials are found in the individual course modules.

Grading Policy (QM Standard 3.2)

Evaluation and Grading

Each module consists of a series of assignments, worksheets, discussions and reviews, each having specific point values designated in the table below. For each assignment you will be given the rubric or grading criteria from which you will be evaluated.

The grading scale is as follows:

- A = 464-515 pts.
- B = 412-463 pts.
- C = 361-411 pts.
- D = 309-360 pts.
- F = < 309 pts.

List of Course Assignments with Point Values

Assignment/Assessment	Point Value
M0A1: Course Introduction Discussion- ART of Aging	20
M0A2: Orientation Quiz	10
M0A3: Orientation Assignment	5
W1A1: Project Implicit Activity	20
W1A2: Chapter 1 Check for Understanding	10
W2A1: Discussion: Health and Aging	20
W2A2: Real Age Activity	20
W2A3: Chapters 2 and 3 Check for Understanding	10
W3A1; Discussion: Intelligence and Life Stages and Cohorts	20
W3A2: Alzheimer's Brain Activity	20
W3A3: Chapter 4 Check for Understanding	10
W4A1: Discussion: Marriage	20
W4A2: Adult Attachment Styles Activity	20
W4A3: Chapters 5 and 6 Check for Understanding	10
W5A1: Discussion: Retirement	20
W5A2: Holland's Theory Activity	20
W5A3: Chapter 7 Check for Understanding	10
W6A1: Discussion: Nature/Nurture	20
W6A2: Big Five Personality Inventory Activity	20
W6A3: Chapter 8 Check for Understanding	10
W7A1: Discussion: Coping Strategies	20
W7A2: Holmes-Rahe Life Stress Inventory and Personal Analysis Activity	20
W7A3: Chapter 10 Check for Understanding	10
W8A1: Discussion: Successful Aging	20
W8A2: Seasons of Life Reaction Paper Activity	20
W8A3 :Chapters 9, 11, and 12 Check for Understanding	10
W8A4: Developmental Biography Final Writing Project	100
Total Points	515

Module Objectives and Assessments (QM Standard 2.2, 2.3, 2.4, 2.5, 3.4, 3.5, 5.1)

Module 1: Introduction to Developmental Psychology and Ageism

After you have complete the readings and content for this module you will be able to:

- Identify and give examples of the 3 domains of development. [**W1A2: Chapter 1 Check for Understanding, W8A4: Developmental Biography Final Project**]
- Identify and give examples of the 3 primary influences of development. [**W1A2: Chapter 1 Check for Understanding, W8A4: Developmental Biography Final Project**]
- Identify and define the 5 principles of development. [**W1A2: Chapter 1 Check for Understanding, W8A4: Developmental Biography Final Project**]
- Delineate between chronological, social, psychological and biological aging. [**W1A2: Chapter 1 Check for Understanding, W8A4: Developmental Biography Final Project**]
- Define ageism and identify its causes and consequences.[**W1A1: Project Implicit Activity**]

Module 2: Biological Aging

After you have complete the readings and content for this module you will be able to:

- Differentiate between primary and secondary aging. [**W2A1: Discussion: Health and Aging; W2A3: Chapters 2 and 3 Check for Understanding, W8A4: Developmental Biography Final Writing Project**]
- Identify the biological theories of aging. [**W2A1: Discussion: Health and Aging, W2A3: Chapters 2 and 3 Check for Understanding, W8A4: Developmental Biography Final Writing Project**]
- Identify examples of primary and secondary aging within each of the major systems of the body. [**W2A1: Discussion: Health and Aging, W2A3: Chapters 2 and 3 Check for Understanding, W8A4: Developmental Biography Final Writing Project**]
- Identify the most common ailments and causes of death for each stage in the adult lifespan. [**W2A3: Chapters 2 and 3 Check for Understanding, W8A4: Developmental Biography Final Writing Project**]

Module 3: Cognitive Aging

After you have complete the readings and content for this module you will be able to:

- Identify the changes in intelligence that are attributable to aging. [**W3A1; Discussion: Intelligence and Life Stages and Cohorts, W3A3: Chapter 4 Check for Understanding**]
- Explain the changes in memory that are attributable to aging. [**W3A3: Chapter 4 Check for Understanding**]

- List the impact of cognitive decline on the day-to-day living for the elderly. [**W3A1; Discussion: Intelligence and Life Stages and Cohorts, W3A2: Alzheimer’s Brain Activity, W3A3: Chapter 4 Check for Understanding, W8A4: Developmental Biography Final Writing Project**]
- Describe the symptoms, causes and treatments for Alzheimer’s disease. [**W3A2: Alzheimer’s Brain Activity, W3A3: Chapter 4 Check for Understanding**]

Module 4: Adult Roles and Relationships

After you have complete the readings and content for this module you will be able to:

- Identify the changes in roles that occur through adulthood. [**W4A1: Discussion: Marriage, W4A3: Chapters 4 and 6 Check for Understanding**]
- Differentiate between social roles and gender roles. [**W4A3: Chapters 4 and 6 Check for Understanding**]
- Describe the theories that determine our relationships. [**W4A2: Adult Attachment Styles Activity, W4A3: Chapters 4 and 6 Check for Understanding, W8A4: Developmental Biography Final Writing Project**]
- Identify ways the sibling relationship is unique. [**W4A3: Chapters 4 and 6 Check for Understanding**]
- Identify factors that increase the likelihood of marital success. [**W4A1: Discussion: Marriage, W4A3: Chapters 4 and 6 Check for Understanding**]
- Recognize components of successful and unsuccessful marriages. [**W4A3: Chapters 4 and 6 Check for Understanding**]
- Describe the types of grandparents. [**W4A3: Chapters 4 and 6 Check for Understanding**]

Module 5: Adults and Occupational Choice

After you have complete the readings and content for this module you will be able to:

- Identify the aspects of our lives that are impacted by career choice. [**W8A4: Developmental Biography Final Writing Project**]
- Identify changes in the labor market and workforce. [**W8A4: Developmental Biography Final Writing Project**]
- Describe Donald Super’s Life-span/Life-space theory of occupational choice. [**W8A4: Developmental Biography Final Writing Project**]
- Describe Holland’s theory of occupational choice. [**W5A2: Holland’s Theory Activity, W5A3: Chapter 7 Check for Understanding**]
- Identify factors that influence the timing and impact of retirement. [**W5A1: Discussion: Retirement, W5A3: Chapter 7 Check for Understanding**]

Module 6: Personality

After you have complete the readings and content for this module you will be able to:

- Define personality. [W6A3: Chapter 8 Check for Understanding]
- Identify the Big 5 personality traits and explain the theory behind them. [W6A2: Big Five Personality Inventory Activity, W6A3: Chapter 8 Check for Understanding]
- Identify the factors that impact our personality. [W6A1: Discussion: Nature/Nurture, W8A4: Developmental Biography Final Writing Project]
- Identify the aspects of our life that are impacted by our personality. [W6A1: Discussion: Nature/Nurture]
- Explain Erikson's psychosocial theory of personality. [W6A3: Chapter 8 Check for Understanding, W8A4: Developmental Biography Final Writing Project]
- Outline Loewinger's Theory of Ego Development. [W6A3: Chapter 8 Check for Understanding]
- Describe Maslow's Hierarchy of Needs. [W8A4: Developmental Biography Final Writing Project]
- Discuss the viability of a mid-life crisis. [W6A3: Chapter 8 Check for Understanding, W8A4: Developmental Biography Final Writing Project]

Module 7: Stress and Aging

After you have complete the readings and content for this module you will be able to:

- Define stress, stressor, coping and resilience. [W7A1: Discussion: Coping Strategies, W7A2: Holmes-Rahe Life Stress Inventory and Personal Analysis Activity, W7A3: Chapter 10 Check for Understanding]
- Outline the steps of Seyle's General Adaptation Syndrome. [W7A2: Holmes-Rahe Life Stress Inventory and Personal Analysis Activity, W7A3: Chapter 10 Check for Understanding]
- Identify the physical and emotional damage that can result from stress. [W7A1: Discussion: Coping Strategies, W7A2: Holmes-Rahe Life Stress Inventory and Personal Analysis Activity]
- Explain the importance of appraisal in determining the effects of stress. [W7A3: Chapter 10 Check for Understanding, W8A4: Developmental Biography Final Writing Project]
- Describe the 4 types of coping. [W7A1: Discussion: Coping Strategie, W7A3: Chapter 10 Check for Understanding]

Module 8

After you have complete the readings and content for this module you will be able to:

- Delineate between the terms bereavement, grief and mourning. [W8A2: Seasons of Life Reaction Paper OR Self-Obituary Activity, W8A3 :Chapters 9, 11, and 12 Check for Understanding]
- Describe the development of the hospice movement. [W8A2: Seasons of Life Reaction Paper OR Self-Obituary Activity, W8A3 :Chapters 9, 11, and 12 Check for Understanding]

- Define death anxiety and identify which populations suffer from it. [**W8A2: Seasons of Life Reaction Paper OR Self-Obituary Activity, W8A3 :Chapters 9, 11, and 12 Check for Understanding**]
- Identify Kubler-Ross' stages of grief. [**W8A3 :Chapters 9, 11, and 12 Check for Understanding**]
- Define successful aging, subjective well-being and selective optimization with compensation. [**W8A1: Discussion: Successful Aging, W8A2: Seasons of Life Reaction Paper OR Self-Obituary Activity, W8A3 :Chapters 9, 11, and 12 Check for Understanding, W8A4: Developmental Biography Final Writing Project**]
- Describe the relationship between aging and creativity. [**W8A3 :Chapters 9, 11, and 12 Check for Understanding**]