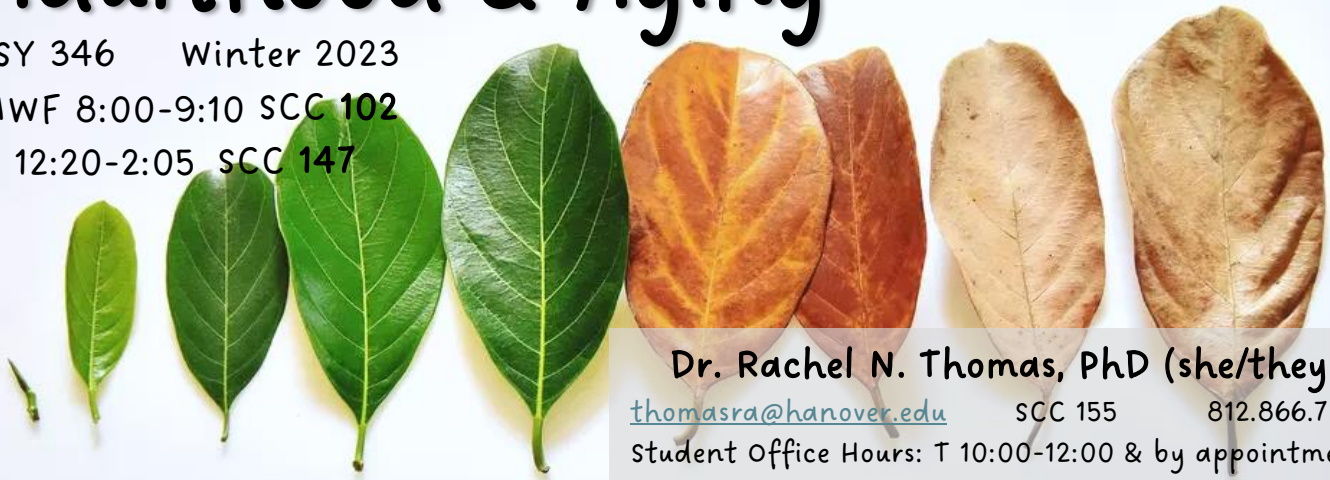


Adulthood & Aging

PSY 346 Winter 2023

MWF 8:00-9:10 SCC 102

T 12:20-2:05 SCC 147



Dr. Rachel N. Thomas, PhD (she/they)

thomasra@hanover.edu

SCC 155

812.866.7318

Student Office Hours: T 10:00-12:00 & by appointment

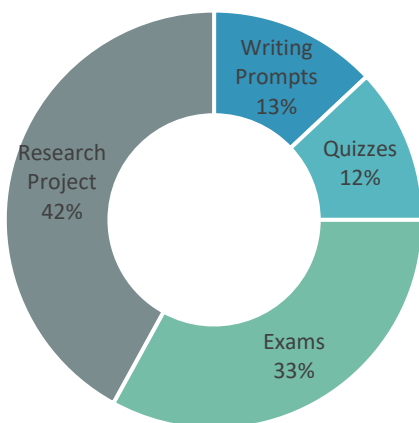
Why does your skin sag and wrinkle with age? What makes my grandma seem to see the good in everyone, even if there isn't much good to see? Are older folks really wiser? Everything about us just keeps getting worse as we get older, right?

These questions point to a bigger question historically ignored by developmental science: How do adults develop over time? This course is designed to help you craft an answer to that question through exploration of major theories and issues in the field of adulthood and aging.

We will focus on understanding the ways in which personal factors (e.g., genes, ability, identity, etc.) and various socialization agents (e.g., employers, family, and romantic partners) contribute to adult development. As a W2 (Writing) course, PSY 346 will give you opportunities for engaging, hands-on learning and application of the course content through a life story interviewing project (the lab component). With your commitment to active learning, you should be able to successfully complete the goals listed in the box above by the end of the course.

- Explain the physical, cognitive, and social changes that influence human behavior across development in the post-adolescent years.
- Recognize the diversity of human development and understand such diversity through a strengths-based approach (as opposed to a deficit-based approach)
- Explain and critically evaluate major theories, developmental principles, and core concepts in adult development
- Critically evaluate personal conceptions and beliefs about human development
- Analyze, evaluate, and apply developmental theory and research, including the research you conduct, to personal and interpersonal experiences

Course Requirements



Course Materials



Cavanaugh, J. C., & Blanchard-Fields, F. (2019). *Adult Development and Aging*. 8th Edition. Cengage. + supplemental readings



Moodle

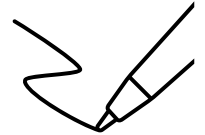
<https://moodle.hanover.edu/>



You will need regular access to an internet-accessible device that supports Moodle & Microsoft Office.

Writing Prompts

Want to enhance your communication skills while simultaneously practicing rehearsal of important content you must know to pass this course? You've got it! Your task is to provide written (or sometimes drawn/creative) responses to weekly learning objectives provided on Moodle by the beginning or middle of each week. *This means you'll need to read the content required before you come to class on the writing prompts due date each week.* Not sure how to answer one of the prompts? That's okay – give it your best shot, since responses are graded on completion. Then, ask questions in class to revise your responses. Why revise if you've already written them once? For one, revision makes good writing. Additionally, revisiting the material (spaced practice) is an effective way to prepare for assessments. Perhaps your most motivating factor for revision, however, is that you are allowed to use your writing prompt responses on weekly quizzes.



130 points

Quizzes

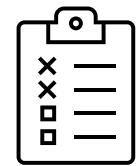
Although you might not enjoy weekly quizzes, they provide a means of spaced practice and active recall, creating great opportunities for longer-term learning (and accountability for reading and responding to the learning objective writing prompts). Each week, usually on Friday, you will complete a short in-class quiz to assess your learning.



120 points

Exams

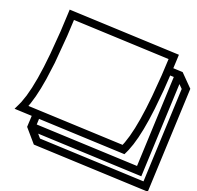
Want a way to determine how well you're learning about human development longer-term, at various points across the semester? Maybe not, but you've got it! You will complete 4 exams across this semester. The first 3 exams will cover only the information represented in the content covered the 3-4 weeks prior to the exam; the 4th (final) exam will occur during final exam week and will be comprehensive. Exam formats may vary, and you can expect multiple choice, matching, short answer, and mini-essay items on each. You may use the provided participation notes (see below) on the exams if you choose to complete them.



330 points

Participation Notes*

*These are not actually a requirement! But you might find them helpful. Guided note handouts will be available to you for each week/chapter of course content. The notes can easily be completed during class sessions; some students prefer them as their primary note-taking system for the course. These notes are meant to (1) guide your attention to specific learning objectives, (2) actively engage you in the lecture/discussion/activity, (3) provide a self-reflective indication of your participation in the course, and (4) assist you in creating a targeted study guide for exams. Participation notes are not collected, graded, or reviewed; however, they may be used on exams.



0 points

Research Project

PSY 346 is a "W2" writing intensive course, so you will be asked to work alone or in a small group to conduct a study using narrative research methods to better understand some aspect of adulthood and aging. This project not only reinforces courses content but also assists you in building psychological research skills. Further details for this assignment are on Moodle.



420 points

Please see other course documents and the course website for full details on course requirements.

Course Policies

All assignments must be turned in on time. No late work will be accepted without prior approval. If an emergency or extenuating circumstance arises, including unforeseen illness, please contact me as soon as possible. Extensions may result in grade penalties for lateness.

Make-Up & Late Work

Your regular participation, engagement, and timeliness are important to your academic success. Each student is expected to engage and participate in each class session. If you feel you cannot make it to class in person, please contact Dr. Thomas and make arrangements for alternate participation/engagement. Attendance will be taken at each class session. Multiple unexcused absences may result in grade reduction.

Attendance & Engagement

As stated in the Hanover College Principles, students, faculty, staff, and trustees of Hanover College seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. This includes a commitment to academic integrity. Violations of academic integrity have a broad impact on the College and will result in College review and action.

Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty. Cheating and plagiarism are the most common forms of academic misconduct. The Hanover College statement on academic dishonesty may be found in the Catalog and in the Student Handbook. Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College as outlined in the College Catalog.

Other College-related policies can be found on the course website.

Academic Integrity

Teaching and learning are organic and dynamic, so sometimes changes are necessary. We will always adhere to the policies of the College and engage in practices aimed at equity and inclusion for all students. This syllabus is not meant to provide a *comprehensive* description of course policies, content, or schedule.

Grading Scale

A	930+ points	C	730 – 769 points
A-	900 – 929 points	C-	700 – 729 points
B+	870 – 899 points	D+	670 – 699 points
B	830 – 869 points	D	630 – 669 points
B-	800 – 829 points	D-	600 – 629 points
C+	770 – 799 points	F	<600 points

Course communications will occur via Hanover email, Moodle announcements, and/or Microsoft Teams. Students are expected to log in to Moodle and check their Hanover email/Microsoft Teams regularly. To contact Dr. Thomas, please send an email to thomasra@hanover.edu. (Check out tips for professional email communication below!) Dr. Thomas typically responds to messages within 24 hours, excluding weekends and holidays.

Professional Email 101

<p><u>Subject:</u> PSY 220 autobiography assignment</p> <p>Hi Dr. Smith,</p> <p>I have looked through the syllabus and Moodle and have a question about how to report a chi-square. Would this be reported in-text or in a table?</p> <p>Thank you, Emily</p>	<p>← Always include a subject in your email. Identify the course (e.g., PSY 220) in the subject line.</p> <p>← Always include a salutation in your email. Always address your professor by using their professional title (e.g., Dr. Smith or Professor Smith). You should not address a professor by their first name unless they have told you that they prefer to be addressed this way. Similarly, the following titles are inappropriate to use when addressing your professor: Mr./Ms. (unless explicitly stated as preferred), Mrs., Miss, and “hey”.</p> <p>← Be sure to read the syllabus and course documents carefully before emailing your professor. You might find the answer to your question in the syllabus.</p> <p>← Keep your email concise. Do not use all-caps, multiple exclamation points (including “?!?!”), or text-speak (e.g., omg, duh, lol).</p> <p>← Always include a closing in your email. Examples of professional closings include the following: <i>thank you, best, best wishes, respectfully, and sincerely.</i></p> <p>← Always send emails from your Hanover email account.</p> <p>← Allow up to 24 hours for a response, and 48 hours over the weekend.</p>
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Communication

Campus Resources

Your success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and *before it becomes unmanageable*. Please also know that there are a number of other support services on campus that stand ready to assist you; e.g., [Gladish Center for Teaching and Learning](#), Accessibility Services, Counseling Services, Health Services (x-6102), Chaplain, [Levett Career Center](#), Campus Safety. Resources and scheduling/contact information are available by logging in to [MyHanover](#).

Hanover College is committed to creating an inclusive, accessible learning environment for all students. If you anticipate or experience any physical or academic barriers to learning in this class related to a documented disability, contact the instructor and [Accessibility Services](#) office located in the Gladish Center for Teaching and Learning in the Duggan Library, by emailing seaver@hanover.edu or phone 812-866-6836 to schedule an appointment.

Health Services

Christy-Ownbey, CPNP-PC, Director of Health Services
866-7082 or ownbey@hanover.edu

Counseling Services

Catherine LeSaux, LCSW, Director of Counseling Services
866-7399 or lesaux@hanover.edu
Sara Crafton, LMHC, Staff Counselor
866-7074 or crafton@hanover.edu

Chaplain's Office

Reverend Catherine Y. E. Knott, Th. M.
866-7087 or knott@hanover.edu

Gladish Center for Teaching and Learning

Katy Lowe Schneider, Director & Associate Dean for Student Success
866-7215 or lowe@hanover.edu

Levett Career Center

Margaret Krantz, Senior Director of Career & Professional Development
866-7126 or krantzm@hanover.edu

Hanover College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, the College also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Hanover College prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Gladish Center for Teaching and Learning at 812-866-6840. For other discrimination complaints, including any arising under Title IX, contact the Title IX Coordinator at 812-866-6740 or the Deputy Title IX Coordinator at 812-866-7097.

A final note from Dr. Thomas...

The field of developmental science is broad and full of multidimensional perspectives. It lends itself to interdisciplinary scholarship and practice, but in order to obtain a comprehensive grasp on human development, you must approach it with an understanding that a multiplicity of voices and views comprise it. You will learn the most and best synthesize your learning when you approach it expecting *new* and *varied* information.

In this course, new and varied information may include discussion of sensitive topics such as mental illness, child/elder abuse, sexual violence, eating disorders, oppression of minoritized identities, suicide, and more. If you discover that this subject matter introduces emotional distress, please contact Hanover College Counseling Services for further support.

<https://www.hanover.edu/studentlife/services/counseling/>

Not only in discussions of sensitive topics, but in every class session, you are expected to interact professionally. To effectively interact with others in a professional capacity requires an awareness of self and others; this course offers opportunities for you to gain greater insight into your own personal and professional experiences as well as the experiences of others. Class activities, interactive lectures, and discussions are intended to provide a space for you to reflect, share, and develop deeper understanding of human experience through the lens of developmental psychology. Consequently, it is very important that you remain open to differing views, actively participate in class sessions, and demonstrate respect for the diverse experiences of others.

As your professor I commit to honoring diverse human experience in our course, and that includes your lived experiences. I value the perspectives of individuals from all backgrounds, including reflecting the diversity of our students. I broadly define diversity to include race, gender identity and expression, national origin, ethnicity, religion, social class, age, sexual orientation, political background, body shape and size, and physical and learning ability. I strive to make our class sessions and meeting space a safe place for you and your classmates, and I hope you do as well. If you notice ways that I can improve, please let me know.

Here's to a fantastic semester! If you've read through all of this, thank you, and congratulations, you've just earned an opportunity for extra credit. Email me the code words "syllabus day info overload," using the tips for professional emails herein for 5 extra credit points. I'm excited to have you in class this semester! My office is a safe space.

Sincerely,

A handwritten signature in black ink that reads "Dr. Thomas". The signature is written in a cursive, flowing style.

Dr. Thomas

Course Schedule

Week	Day	Date	Topic/Content	Reading / Pre-Class Content	Assignments Due
1: Emerging Adulthood	M	1/9	Course Overview & Syllabus Review	None	Pre-Course Survey
	T	1/10	NO LAB MEETING: Read Butina (2015) A Narrative Approach to Qualitative Inquiry		
	W	1/11	Welcome to Emerging Adulthood		
	F	1/13	Discussion: Emerging Adulthood, Really?	Syed, M. (2016). Emerging adulthood: Developmental stage, theory, or nonsense? In J. J. Arnett (Ed.), Oxford library of psychology. <i>The Oxford Handbook of Emerging Adulthood</i> (p. 11–25). Oxford University Press.	
2: Studying Adult Development & Aging	M	1/16	<i>No Class – Martin Luther King Jr. Day Celebration</i>		
	T	1/17	Choosing a Good Topic	Butina, M. (2015). A narrative approach to qualitative inquiry. <i>American Society for Clinical Laboratory Science</i> , 28(3), 190-196. doi: https://doi.org/10.29074/ascls.28.3.190	Partner Choice, Topic, Initial Research Questions, & Rationale
	W	1/18	Quiz 1 <i>Discussion: The Science of Adult Development</i>	Cavanaugh & Blanchard-Fields, Ch. 1	Ch. 1 Writing Prompts
	F	1/20	Studying Adult Development & Aging		
3: Neuroscience as a Basis for Adult Development & Aging	M	1/23	<i>Discussion: Neuroscience & Adult Development</i>	Cavanaugh & Blanchard-Fields, Ch. 2	Ch. 2 Writing Prompts
	T	1/24	Finding & Organizing Scholarly Literature		Revised Research Question & Mini Literature Matrix
	W	1/25	Quiz 2		

	F	1/27	Models of Brain Activation & Behavior for Aging		
4: Physical Changes	M	1/30	<i>Discussion:</i> Physical Changes in Adulthood	Cavanaugh & Blanchard-Fields, Ch. 3	Ch. 3 Writing Prompts
	T	1/31	Life Narrative Interview Measures		Proposed Interview Prompt
	W	2/1	Quiz 3 Physical Changes of Aging		
	F	2/3	Exam 1		
	M	2/6	<i>Discussion:</i> Longevity, Health, & Functioning	Cavanaugh & Blanchard-Fields, Ch. 4	Ch. 4 Writing Prompts
5: Longevity, Health, & Functioning	T	2/7	Writing a Good Introduction		IRB Proposal
	W	2/8	Quiz 4 Moderators of Longevity, Health, & Stress		
	F	2/10	Chronic Health Conditions, Disability, and their Moderators		
	M	2/13	<i>Discussion:</i> Contexts of Adult Development	Cavanaugh & Blanchard-Fields, sections 5.2 & 5.3 only (p. 133 on of Ch. 5)	Ch. 5 Writing Prompts
6: Where People Live – Person / Environment Interactions	T	2/14	Writing a Good Method Section		Introduction & Method Draft Begin Data Collection
	W	2/15	Quiz 5 Nursing Home Life		
	F	2/17	Long-Term Care Facility Alternatives		
	M	2/20	<i>Discussion:</i> Cognition across Adulthood	Cavanaugh & Blanchard-Fields, Ch. 6	Ch. 6 & 7 Writing Prompts
	T	2/21	Introduction & Method Peer Review		

Creativity, & Wisdom	W	2/22	Quiz 6 Intelligence, Expertise, Creativity, & Wisdom in Adulthood	Cavanaugh & Blanchard-Fields, Ch. 7	
	F	2/24	Exam 2		
8: Winter Break!	M	2/27	<i>No Classes – Observation of Winter Break</i>		
	T	2/28			
	W	3/1			
	F	3/3			
9: Social Cognition	M	3/6	<i>Discussion: Social Cognition</i>	Cavanaugh & Blanchard-Fields, Ch. 8	Ch. 8 Writing Prompts
	T	3/7	Data Analysis	Conduct 1 Interview Watkins, D.C. (2017). Rapid and rigorous qualitative data analysis: The “RADAR” technique for applied research. <i>International Journal of Qualitative Methods</i> , 16, 1-9. doi: 10.1177/1609406917712131	First Interview Transcript First Coding & Reliability
	W	3/8	Quiz 7 Social Knowledge Structures & Judgment Processes		
	F	3/10	Motivation, Personal Control, & Social Competence	Sun, R. & Sauter, D. (2021). Sustained stress reduced the age advantages in emotional experience of older adults: Commentary on Carstensen et al. (2020). <i>Psychological Science</i> , 32(12), 2035-2041. doi: 10.1177/09567976211052476	
10: Personality	M	3/13	<i>Discussion: Personality</i>	Cavanaugh & Blanchard-Fields, Ch. 9	Ch. 9 Writing Prompts
	T	3/14	Final Data Collection & Analysis NO LAB MEETING		

	W	3/15	Quiz 8 Personal Concerns/Stage Theories		
	F	3/17	Life Narratives, Identity, & The Self		Remaining Interview Transcripts + Coding
11: Mental Health in Adulthood & Aging	M	3/20	<i>Discussion:</i> Mental Health in Adulthood & Aging	Cavanaugh & Blanchard-Fields, Ch. 10	Ch. 10 Writing Prompts
	T	3/21	Thematic Analysis		Exemplar Table
	W	3/22	<i>Asynchronous Day:</i> Common Concerns & Moderators of Mental Health		Watch lecture video
	F	3/24	Quiz 9 Depression, Delirium, & Dementia		
12: Relationships	M	3/27	<i>Discussion:</i> Relationships	Cavanaugh & Blanchard-Fields, Ch. 11	Ch. 11 Writing Prompts
	T	3/28	Writing Good Results & Discussion Sections		Results & Discussion Draft
	W	3/29	Quiz 10 Friendship, Family, & Partnership		
	F	3/31	Exam 3		
13: Work, Leisure, & Retirement	M	4/3	<i>Discussion:</i> Work, Leisure, Retirement	Cavanaugh & Blanchard-Fields, Ch. 12	Ch. 12 Writing Prompts
	T	4/4	Peer Review		
	W	4/5	Quiz 11 Occupations, Careers, Transitions, and their Moderators		
	F	4/7	Leisure, Retirement, & Later-Life Work		Final Research Paper
14: Death, Dying, & Grief	M	4/10	<i>Discussion:</i> Death, Dying, & Grief	Cavanaugh & Blanchard-Fields, Ch. 13p	Ch. 13 Writing Prompts

	T	4/11	Project Presentations		
	W	4/12	Quiz 12 Defining & Reflecting on Death		
	F	4/14	End-of-Life Issues and Grief		
15: Finals Week	4/17-4/21		Final Exam: TBD (check MyHanover & Moodle)		

*This course schedule is subject to change as deemed necessary by the instructor