COURSE NUMBER & TITLE: PSYC 2360-01
Lifespan: Adulthood and Aging (1 hr. lecture, 1 credit)

INSTRUCTOR: Dr. Ruth Doyle
Casper College - PS 342 office
125 College Dr.
Casper, WY 82601
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CLASSTIME / ROOM / DAYS: Posted in current C.C. schedule

OFFICE HOURS: Posted


SUPPLEMENTARY: Brown & Benchmark Educational Services: Seasons of Life Videos (3 hours).
Casper College Library Computer Data Base-- ERIC, PSYCH ABSTRACTS, etc.
Dr. Doyle’s Website for Lifespan

Health Web Sites:
Intelligent Health http://intellihealth.com
Women’s Health Resource http://www.healthywomen.org
Tufts on Nutrition http://www.navigator.tufts.edu
Breast Cancer Information http://www.komen.org
Health and Fitness Professionals http://www wwilkins.com/acsm.crc
Walking Index http://www.ava.org
Women’s Health http://www.melpomene.org
Wellness Shopper http://www.planetwellness.com/bodybasics/
American Medical Association http://www.ama-assn.org
Food and Drug Administration http://fda.gov
InteliHealth http://www.intelihealth.com/IH/ihlIH/WSIHW000/408/408.html

COURSE DESCRIPTION:
This course overviews the life span from adulthood to later maturity, the theoretical bases for adult development, and the psychological, physical, social and emotional aspects of adult transitions. Current research methodology on adulthood will be emphasized.

PREREQUISITES: PSYC 2300 Child Psychology / or concurrent enrollment with the consent of instructor.

COURSE OBJECTIVES:
Students will in thematic units:
1. understand life span developmental theory and basic terminology related to developmental theory;
2. conceptualize life span development from birth to the closure of the lifespan;
3. address the “new” life span theory shifts, developmental blows, marker events, normative and nonnormative events, legacies and the cultural components of life;

4. set goals for “decisions and relationships” in their “own” life transition for the next ten years;

5. empathize with developmental tasks at the stages and ages of adult development; (interviews/video);

6. establish the importance of generatively, wisdom, spirituality, and legacy at the close of life;

7. define the necessary criteria to make needed “transitions”;

8. collaborate in class regarding the developmental transitions of “real people” at defined ages and stages;

9. make closure on past life events and take charge of future goals;

10. improve assertive classroom communication skills.

COURSE REQUIREMENTS: All students will be expected to:

1. Attend class on a regular basis and participate in class discussion.

2. Read the text, complete supplementary class projects, and participate in small group activities in class. Participate in collaborative learning experiences to exhibit knowledge of having read the text.

3. Complete an adult transition interview paper with a summary page on the six interviews for 60 points (total of six individual interviews).

4. Complete one of the following for 25 points: internet search related to the life-span theory; a life review; a book report; a family tree; a blood chemistry; a nutritional fact sheet or exercise fact sheet for the class; attend a conference; a facility visitation; or stories of resiliency

5. Turn in a lifespan chart of “your” own lifespan to date, projecting your lifeline across the next twenty years (25 points) in any format student chooses. (Birth to present to 20 years in the future.)

6. Present results of interviews in a collaborative, group activity. Share a future goal from the “personal” lifeline. Personal reaction journal responses to readings in text for 20 Points

8. Up to 20 points will be deducted for late papers.

METHODOLOGY:
Course instruction includes lecture format, selected video, discussion based interaction, collaborative activities, and student presentations in an active learning environment. All assignments/assessments enhance critical/creative thinking skills, as well as use of scholarly writing. Both “process” and “product” are emphasized to enhance student learning.

EVALUATION:
1. Interview papers are to be typed listing the question and then the answer to the question and submitted in duplicate (two copies).

2. Students are required to attend classes. Any absences will be contracted for additional two lifespan interviews, for a maximum of three hours total absence.

3. Internet searches on class chart must be current; personal chart can be in the format selected by the student.
4. The instructor reserves the right to request charts and/or papers be redone if not submitted in a scholarly format.

**GRADING STANDARDS:**
1. The class grading system will be based on a 120-point total.
   
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<tr>
<th>Percentage</th>
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<tr>
<td>90 – 100%</td>
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<td>60 – 69%</td>
<td>D</td>
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<td>Below 60%</td>
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2. Attendance will be taken each time. Approved makeup work must be contracted as discussed with the instructor for makeup time for any absences beyond one absence. Contracts must be signed and approved by Dr. Doyle. Excessive absences will require the student to drop or audit. Make-up ⇒ Additional Interviews.

3. The interview paper and charts will be evaluated holistically, with attention given to correct grammatical form, spelling, sentence structure, as well as organization to include expression of ideas and application of theories for problem solution. In addition, correctness of information is expected.

4. All papers must be **typed** and scholarly.

**TOPICAL OUTLINE:**

**2 SESSION CLASS**

**CLASS SESSION I**

Definition of terms and Methods of Developmental Research CLASS BLOCK I & II for Lifespan (Lecture)

Psychological Theories and Issues in Adult Lifespan Transitions -- Lifespan Chart

Life Span Development and Transitions in Adult Life Through the 60s – LifeSpan Chart

Lifespan Through the 80s – Lifespan Chart

*(All class work due at this time.)*

**CLASS SESSION II**

Aging, Dying & Bereavement -- Legacy of the Lifespan

Collaborative activities on the lifespan interviews, text Readings and personal lifespan chart.

**SEVEN CLASSES**

**CLASS BLOCK I & II**

**CLASS BLOCK II & III**

**CLASS BLOCK IV**

**CLASS BLOCK V & VI**

**CLASS BLOCK VII**

**FINAL TYPED FORM OF INTERVIEWS AND CHARTS DUE AT DESIGNATED TIME.**

**LAST DATE TO AUDIT / WITHDRAW**

Refer to current Casper College Catalog/ Permission of Instructor.

**STUDENT RIGHTS & RESPONSIBILITIES:**
Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student.

**ADA ACkommodations Policy:**

It is the policy of Casper College to provide accommodations to any student with a documented disability. If you have need for accommodation in this course, please make an appointment to see me at your earliest convenience.

**Chain of Command:**

If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

**Academic Dishonesty:**

Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.
ASSIGNMENTS

1. Do six interviews by selecting three of the stages of adulthood and interview six people in these three stages (a male and a female in each stage -- 20s, 30s, 40s, 50s, 60s, 70s+) or do six interviews on a “unique” set of people as approved by the instructor. Submit the responses to interview items (typed). Write a summary page for the interviews. 60 points

2. Develop a chart or a *representation of your “own” life transition line. Project your lifeline into the next two decades. (Personal Chart – 25 points.) *Representation can be symbolic, auditory, visual, computer based or a metaphor – see examples online.

3. Present the interview findings in class and “readings” activity from text as a collaborative, group activity.

4. Complete one of the following for 25 points: internet search related to the life-span theory; a life review; a book report; a family tree; a blood chemistry; a nutritional fact sheet or exercise fact sheet for the class; attend a conference; a facility visitation; or stories of resiliency.

5. Share one goal of the “personal” lifeline in class – goals for the future.

6. Personal journal responses to each article in text from page 126 to end. (20 points.)

POINT TOTAL

INTERVIEWS (60) ________ POINTS

PERSONAL CHART (25) ________ POINTS

CLASS ACTIVITIES/
READING JOURNAL
RESPONSES (20) ________ POINTS

ONE OF THE FOLLOWING:
INTERNET SEARCH,
LIFE REVIEW, BOOK REPORT,
FAMILY TREE, BLOOD
CHEMISTRY, NUTRITIONAL
FACT SHEET, EXERCISE FACT
SHEET, CONFERENCE,
FACILITY VISITATION, STORIES
OF RELIENCY (25) ________ POINTS

TOTAL (130) ________ POINTS
Adult Interviews – 60 points

Gender
Age (How old do you feel?)
Occupation
Educational Level
Marital Status
Number of Children

Interview two adults, one male and one female at approximately the same age (or select six unique people to interview as approved by Dr. Doyle). After the interview succinctly complete the needed information for the interview, and submit in a typed format.

1. What was the most significant event or milestone of your life to date?
2. What single “word” would best describes your 20s? 30s? 40s? 50s? 60s? 70s? 80s?
3. What developmental “blows,” if any, did you experience in your 20s? 30s? 40s? 50s? 60s? 70s? 80s? . . . How did each of these major events affect your life at that time?
4. What is your single most important “quest” or goal as you move across adulthood?
5. What has been your single most “difficult” task in adulthood?
6. Has there been a major event in “history” during your lifetime, other than 911, that had an effect on the outcome of your life?
7. Have you experienced any life events “unique” enough that not everyone has experienced them?
8. What do you anticipate at the closure of your lifespan?
9. What experience or event would you change about your lifespan if you could?
10. In one or two words, describe your childhood.
11. In one or two words, describe your adolescence.
12. In one or two words, describe your adulthood.
13. What has given you “resilience” or strength when you needed it?
14. Is there a motto by which you live your life philosophy?
15. Is there anything else you’d care to add to this interview?
16. (Optional question, selected by student.)

One page overview/summary response to the entire interview set.