COURSE NUMBER & TITLE:  PSYC 2360-N1
Lifespan:  Adulthood and Aging (1 credit)

INSTRUCTOR:  Ruth Doyle, Ed.D.
Casper College - PS 342 office
125 College Dr.
Casper, WY 82601
Phone:  268-2516 or
Toll Free in the U.S.  1-800-442-2963 ext. 2516
Email:  Please use the email through WebCt.
Casper College email is rdoyle@caspercollege.edu

CLASS TIME / ROOM / DAYS:  Posted in current C.C. schedule

OFFICE HOURS:  Posted


SUPPLEMENTARY:

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://www.fda.gov
InteliHealth  http://www.intelihealth.com/IH/ihtIH/WSIHW000/408/408.html

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

PRIOR KNOWLEDGE:  PSYC 2300 Child Development (or concurrent enrollment with the consent of instructor)

COURSE OBJECTIVES:

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;
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 online skills;
11. Be proficient in internet sources and resources for information literacy.

COURSE ASSIGNMENTS:
Due Dates are Posted on the Calendar
All students will be expected to:
1. Complete TEN interviews and a one page conclusion
a. Select five of the stages of adulthood and interview a male and a female in each stage—20s, 30s, 40s, 50s, 60s, 70s, 80s, 90s+
OR
b. Ten people from a "unique" set (all firefighters, etc.) as approved by the instructor (or a smaller "unique" set and the remaining from the different stages). (If you cannot obtain a male and a female for a particular age group, such as 90s, do two women in that stage. Or you can do one woman in the 90s and one in the 80s if you can not find two in the 90s+.
Try to obtain as many older people as you can as their interviews are rich with information).
Submit the responses to interview items with the questions preceding each answer as an attachment.
Write an overview page summarizing the interview group (typed). 60 points.
homepage. Do your “own” life transition line in any format desired. This assignment can be a metaphor, simile, photo album or representation of your life, in any format that represents you. Project your lifeline and goals into the next two decades. Larger items may be left at the office or mailed. For return, addresses must be posted on the chart. See student examples. 25 points

3. Using the site addresses that are provided, search for approximately five hours. OR
Submit 10 links that are found on the internet on a topic related to adult lifespan development, health, etc. to Dr. Doyle. 20 points

4. SELECT ONLY ONE OF THE FOLLOWING Complete a life review, family tree, facility visitation for health care or rehabilitation for the elderly, health fact sheet or exercise fact sheet, attendance at a workshop or conference related to lifespan or health (Casper College Wellness Conference), personal health blood screening through the Wyoming or other Health Fair office, internet search on one topic related to one topic in the course or book review on a topic related to class content (i.e. boomers, successful aging, living to be 100, etc.). Submit the life review, family tree, a summary of the facility visitation, the exercise or health fact sheets, conference summary, response to blood screen, internet search on one topic related to the course, or book review to Dr. Doyle as an attachment or mail/leave larger items at my office. These must be picked up within one semester. Any assignment that was mailed to the office and has an address posted on it will be mailed back. 25 points

Life review - This is a comprehensive set of interview questions in more depth than the interview you do for the class assignment. You might ask such things as how did you select your career, why do you live in the state you’re in, what is most important to you in relation to family? Another option is to do a visual book of photographs of the person with their story for the life review. I am also open to other creative formats that you choose to do.

Family Tree - A family tree can be anything that represents your family genealogy. You must represent at least four generations. The tree can be a graphic representation, a poster, a photo book, creating a diagram, three dimensional objects, a burned CD of the tree, etc. See student examples.

Facility Visitation - You are to select an agency, facility, or organization that serves elderly or deals with rehabilitation (cardiac rehab) and visit this facility obtaining information and taking a tour. Submit to Dr. Doyle a summary of the services provided and your personal comments on the experience. This should be at least two pages in length.
assignments.

The instructor reserves the right to request charts and/or papers be redone if not submitted in a scholarly format.

**GRADING STANDARDS:**
The class grading system will be based on a 150-point total.

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<th>Grade</th>
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<tr>
<td>90 - 100%</td>
<td>A</td>
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<td>80 - 89%</td>
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<td>C</td>
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<td>60 - 69%</td>
<td>D</td>
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<td>Below 60%</td>
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Work must be submitted in a timely manner.

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.

All papers must be submitted online, and scholarly. Projects can be mailed or left at the office.

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**Thematic Blocks of Instruction**

**Themes**

I  Definitions and Methods of Developmental Research for Lifespan.

II  Psychological Theories and Issues in Adult Lifespan Transitions - See Lifespan Chart.

III  Life Span Development and Transitions in Adult Life Through the 90s - LifeSpan Chart and text reading.

IV  Aging, Dying & Bereavement -- Legacy of the Lifespan Collaborative activities on the lifespan interviews, text readings and personal lifespan chart.

V  Aging, Dying & Bereavement -- Legacy of the Lifespan Collaborative activities for the lifespan interviews, text readings and personal lifespan chart.
Course Requirements: All students will be expected to:

ASSIGNMENTS

Do **TEN** interviews by selecting three of the stages of adulthood and interview two people in five of these stages (a male and a female in each stage -- 20s, 30s, 40s, 50s, 60s, 70s+) **OR** do **ten** 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

Develop a chart or a *representation of your “own” life transition line. Project your lifeline into the next two decades. (25 points.)

*Representation can be symbolic, auditory, visual, computer based or a metaphor – see examples online.

Using the site addresses provided on the icon OR by doing online searches on topics related to the class, search for approximately ten hours. Submit these on-line links found on the web to the instructor and post them on the discussion page (20 pages).

Select ONE of the following: internet searches related to the adult transition chart, an exercise fact sheet, a nutritional fact sheet, a conference attendance, a book review on lifespan, a life review, a family tree, do a personal health blood screening through the Wyoming Health Fair office, or do a facility visitation. (25 points.)

Complete online lifespan activity sheets to include the life expectancy form and the stress test and email in WebCT the instructor your thoughts about the findings.

Write personal journal responses to each article in text from page 127 to end. Do not answer the questions at the end of the articles. (20 points.)

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<th>POINT TOTAL</th>
<th>INTERVIEWS (60)</th>
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<td>PERSONAL CHART (25)</td>
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<td>CLASS ACTIVITIES/ READING JOURNAL</td>
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<td>RESPONSES (20)</td>
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<td>CHOOSE ONE &gt;&gt;</td>
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<td>Set of INTERNET SEARCHES on one topic, LIFE REVIEW NUTRITIONAL FACT SHEET,</td>
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</table>
Adult Interviews - 60 points

Gender

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

Interview TEN adults, one male and one female at approximately the same age covering five different decades of the lifespan (or select TEN unique people to interview as approved by Dr. Doyle). After the interview succinctly complete the needed information for the interview, and submit typed these questions followed by the answer.

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? 90s?

3. What developmental "blows," if any, did you experience in your 20s? 30s? 40s? 50s? 60s? 70s? 80s? 90s? . . . 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 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.

COLLEGE REGULATIONS

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 ACCOMMODATIONS 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.

INTEGRITY STATEMENT

Assignments, projects, presentations, processes and materials submitted in other courses for points/grades are not acceptable for submission in this course for "weighted" coursework that counts toward the grade and thus the credit received. Topics and papers in other classes can serve as a "baseline" and expanded, redesigned or adapted into a new project or assignment as a totally NEW assignment. Please ask the instructor if you need clarification regarding your work. Duplicate work across courses is not acceptable. Violation of this "professional"
Student responsibility will result in NO points for the assignment submitted and thus a grade reduction.

NOTICE OF BACKGROUND CHECK

All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.