HDFS 312: Adult Development: Middle Age and Aging (Section 001, CRN 10903)
Spring 2012
Department of Human Development and Family Studies
Colorado State University
8:00-9:15 am Tuesday and Thursday – Clark A103

Instructor: Manfred Diehl, Ph.D.
Office: 443 Behavioral Science Building (BSB)
Office Hours: Monday 1:00 - 2:00 pm, Tuesday and Thursday 9:30 - 10:30 am, and by appointment if needed
Office Phone: 970-491-1767
E-mail: manfred.diehl@colostate.edu

Teaching Assistant: Jennifer Lawrence, B.S.
Office: 455 Behavioral Science Building (BSB)
Office Hours: Wednesday 1:00 - 2:00 pm, Thursday 12:30 – 1:30 pm, and by appointment if needed
Office Phone: 970-491-7373
E-mail: jelawren@rams.colostate.edu

Teaching Assistant: Allyson Brothers, M.S.
Office: 435 Behavioral Science Building (BSB)
Office Hours: Monday and Wednesday 10:00 - 11:00 pm, and by appointment if needed
Office Phone: Not available at this point in time.
E-mail: allyson.brothers@colostate.edu

Course Description
This course is one of three life-span courses offered in the Department of Human Development and Family Studies. Development in infancy and childhood is addressed in HDFS 310, whereas development in adolescence and young adulthood—often also called “emerging adulthood”—is the focus of HDFS 311. In comparison and in addition to these two courses, HDFS 312 introduces students to developmental issues and processes that take place in middle and later adulthood, the time from about age 40 to the end of life.

In discussing issues of adult development and aging, two major points will be emphasized: First, it will be emphasized that adult development occurs at multiple levels of behavior, including the biological/physiological, social, and psychological level. Second, it will also be emphasized that adult development and aging occurs in a variety of contexts and in transaction with these contexts (e.g., work, family, community, society).

Please note that this course will not spend a great deal of time talking about issues related to death, dying and grief or physical and nutritional health. These topics are covered in depth in other courses. Death, dying and grief are covered in HDFS 332, health-related topics are covered in Exercise and Aging (EX 4444), and issues related to Nutrition and Aging are covered in FSHN 444. Interested students are referred to these additional courses.
Course Objectives

Students who successfully complete this course will have:

• an understanding of the major propositions of life-span developmental psychology and how they relate to adult development and aging;
• an understanding of the biological, psychological, and social changes that occur in middle and later adulthood;
• an understanding of the major research designs and research methods in the study of adult development and aging;
• detailed knowledge of current aging issues, including current and anticipated aging demographics and societal issues related to an aging population;
• the ability to distinguish between normal and pathological aging, and between normal and successful aging;
• knowledge of the major cognitive changes that occur across the adult lifespan;
• knowledge of the major changes in personality and socio-emotional functioning across the adult years;
• knowledge of how aging affects and is affected by different social contexts, such as work life, family, or a person’s network of social relationships;
• the ability to evaluate information related to adult development and aging in an informed and critical way; and
• the ability to apply the course content to their own lives in a way so that they can optimize their own development across the adult years.

Required Textbook and Materials:


Materials: Paper, notebooks, number 2 pencils for the exams, etc.

Course Expectations and Guidelines

• Regular attendance is required to do well in this course. The instructor will not simply follow the textbook, but will cover topics in class that may not be covered in the same way in the textbook. Also, the Powerpoint presentations from the lectures may contain information that you do not find in the textbook in the same way.
• You are expected to take careful notes during the lecture so that you have the necessary information to do well on the exams, and so that you also can do the assigned readings in an informed way.
• You are expected to arrive on time and to be prepared for the class session. Being prepared means (a) to have studied the readings that were assigned for the class session; and (b) to be able to participate in an informed way in discussions. Overall, you are expected to engage in active learning.
• Being in class is also important as announcements may be made that are relevant for the progression of the course and the content of the exams. You are responsible to get these announcements.
Your learning and performance will be evaluated in several ways over the course of the semester. The following forms of evaluation will be used: Three multiple choice exams (two throughout the semester and one final exam), two written assignments, and active participation in class. You are not allowed to use your textbook or notes for the exams. Therefore it is wise to keep up with the assigned readings and also to come to class regularly and take careful notes (see class calendar below).

The written assignments need to be handed in at the beginning of class of the designated due date. Late work will not be accepted and no credit will be given.

If extenuating circumstances (e.g., illness) prevent you from completing an assignment or from taking an exam, then inform the instructor or the graduate teaching assistant preferably ahead of the due date or ahead of the exam day, and document your circumstance appropriately (e.g., a doctor’s or nurse’s note). It is at the instructor’s discretion to determine whether a given documentation is appropriate or not.

This course will require students to become proficient in using the resources of the library to find information relevant to problems and issues in the subject area, and in evaluating such information critically. The faculty librarian for this course is Merinda McLure. She is happy to help you with any research/library question. Contact her for assistance or for an appointment either by phone at 970-491-7175 or by e-mail at merinda.mclure@colostate.edu.

This course requires that you become familiar with and proficient in using the American Psychological Association writing, citation, and documentation style (see American Psychological Association Publication Manual). If you should need more intensive assistance with written papers/assignments, please seek help from the Writing Center at CSU (http://writing.colostate.edu/wcenter/).

This course will require students to use RamCT (www.ramct.colostate.edu) to obtain the course syllabus, assignments, and grades. This means that you need to become familiar with RamCT so that you can properly use it. If you have questions about checking your browser or other questions regarding RamCT in general, then contact www.help.ramct.colostate.edu. Questions about the course should be directed to the instructor or the graduate teaching assistants.

If you have questions, comments, or concerns, we invite you to discuss them with the instructor and/or the graduate teaching assistants before or after class, during the posted office hours, or during a separate appointment, if needed. When you send an e-mail to the instructor or the teaching assistant, please include a subject heading of “HDFS 312” so that we can properly and timely respond to your question. If your issue requires immediate attention, we encourage you to call us.

Any student who believes that he or she may need accommodations due to a disability, please make an appointment to speak with the instructor to talk about your needs. Please note that the instructor himself cannot decide what accommodations may be appropriate, but that this decision is made by the Office of Resources for Disabled Students (ORDS; see below).

The overall expectation is that you, your classmates, and the instructor and teaching assistants work together to create a conducive learning environment that furthers your education in human development. Learning, especially if it is supposed to lead to the long-term retention and successful application of knowledge, requires that you invest a certain number of work hours and a certain amount of effort in this course. We expect that you are motivated to do that and we are willing to do our part so that you can succeed.
Course Requirements
Your performance in this class will be evaluated based on three criteria:

- your scores on three multiple choice exams (two exams throughout the semester and one final exam);
- your performance on two writing assignments; and
- your active participation in class and on short in-class activities.

Examinations
Each examination will consist of 50 multiple-choice questions and will count for a total of 100 points. The exams are about equally spaced over the course of the semester and you are expected to be in class on exam day. If you cannot take the exam at the designated date and time, you should let the instructor and/or one of the teaching assistants know ahead of the exam day. You will then have to take a make-up exam. The format of the make-up exam is at the discretion of the instructor and may or may not have the same format as the in-class exam. You are also required to explain your absence on exam day with sufficient documentation. The dates for the exams are clearly indicated in the class calendar shown below.

Writing Assignments
To gain an “inside perspective” on the development that still lies ahead of you and to gain an appreciation for the developmental tasks that individuals are confronted with as they move through the adult years, you will complete two writing assignments. These writing assignments due at the beginning of the class on the respective dates indicated in the class calendar below. Each paper is worth a total of 75 points and will be graded on its content and your ability to make connections between the findings from your interview and your reviews of the websites and the content that has been discussed in class.

In terms of the format and delivery of your writing assignments, the following guidelines need to be followed:

1. Your paper must be typed, double-spaced, and in 12-point font New Times Roman.
2. There needs to be a 1-inch margin all around and your paper needs to have your name in the header and page numbers in the upper right-hand corner of the pages.
3. In your paper, you are required to use APA style for the cover page and any citations and references. If you have questions regarding the proper use of APA style, please talk to the instructor and/or the teaching assistants. If you need assistance with your writing, we encourage you to seek help from the Writing Center at CSU (http://writing.colostate.edu/wcenter/).
4. Your paper should be at least 2 pages long, but not longer than 5 pages. This does not include the bibliographical references (or any tables or figures) that you need to provide.
5. You must turn in a hard copy of your paper on the due date at the beginning of the class. Electronic copies or late papers will not be accepted.

Assignment #1
You are asked to interview a middle-aged (age 40 or older) or older adult (age 60 or older) about his or her subjective experience of having grown older. The learning objective here is that this interview will give you the opportunity to learn first-hand from an adult about his or her individual experiences of having grown older.
In your interview you may address questions such as the following:
- Are you aware of your age? What makes or has made you aware that you have grown older?
- When you were younger had you thought that getting older would be like you are experiencing it? Has it been better or worse than what you had expected?
- What are some of the good things that have happened with getting older?
- What are some of the challenges of getting older?
- What would you tell a young person about the years of adulthood or old age?
- Is there any advice that you would want to give a young person?

Your interview should have at least 10 questions, but not more than 15 questions. While you are interviewing the middle-aged or older adult, you should take notes of their major statements so that you can use them in your writing assignment. If you like, you may audiotape the interview, if the person gives you permission to do so.

In completing your writing assignment, you then need to pick two journal articles (not articles from popular magazines such as “Redbook” or “People”) that relate to the topics that were covered in the interview. The final section of your writing assignment must reflect on the content of the interview and must make a connection to the research covered in the journal articles and what you have learned in class.


Assignment #2
Your second writing assignment will consist of reviewing 2 websites related to health and aging so that you can develop an understanding of the type and quality of information that is available to the general public on the internet. The learning objective is that you will learn to access topic specific information and critically evaluate the usefulness and accuracy of the provided information based on what you have learned in class and from the textbook.

Specifically, you are asked to pick a topic on health and adult development of your choice and then identify two websites that cover this topic. Your task consists of reviewing the two websites with regard to the information that they are providing. The criteria that you use in your review and evaluation may focus on the content (detail and accuracy), style of presentation, and user friendliness (including whether a person with a fifth-grade reading level can understand the content or whether the font size is large enough so that an older person can read it). Of course, you are not limited to these criteria and can use additional criteria to review and evaluate the two identified websites, but you need to make your additional criteria explicit.

Recommended topics for the website review include but are not limited to: Chronic illnesses in adulthood and chronic disease management; dementia in adulthood and old age; physical activity and adult development; falls and fall prevention programs; substance abuse in late life; issues of mental health, such as depression and suicide; etc. A good starting point for your web search might be the Resources page of the CSU Center on Aging:

http://www.coa.cahs.colostate.edu/resources/.
Active Participation in Class
You are also expected to actively participate in class. This involves coming to class prepared to participate in class discussions or to be able to respond to the instructor’s questions in an informed way.

To make sure that every student has the same opportunity to earn points for actively participating in class, there will be short activities that will be completed in class. A total of 10 class participation activities will occur throughout the semester, each worth a total of five (5) points. The activities will be similar to quizzes and will not be announced in advance. There will be no make-up for missed in-class participation points.

Accommodations
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. A student who seeks academic adjustments or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). That is, you must call 970-491-6385 to make an appointment or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, the student is encouraged to meet with his or her instructors to discuss his or her needs, and if applicable, any lab safety concerns related to his or her disability.

Academic (and Professional) Honesty Policy
It is expected that students will use their own knowledge and skills for assignments and exams/tests unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false information are considered serious and will be treated seriously. The appropriate consequence for any of these incidents is at the discretion of the instructor and may consist of confiscation of assignments/exams, an F grade, or removal from the professional curriculum (or withdrawal of the right to apply for the professional curriculum).

It is also expected that students will demonstrate concern for others, respect the confidentiality of information about others, the property of and the comments and decisions made by others. Cell phones and pagers need to be turned off during class sessions, unless a student has a justifiable reason (e.g., parental responsibilities) for needing to have his or her cell phone or pager turned on at all times. Students who have such a reason are asked to share this information with the instructor and the teaching assistants.

Performance Criteria, Points, and Due Dates

<table>
<thead>
<tr>
<th>Performance Criterion</th>
<th>Maximum Points</th>
<th>Due Date</th>
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<tr>
<td>In-Class Participation</td>
<td>50</td>
<td>Entire Semester</td>
</tr>
<tr>
<td>Exam I</td>
<td>100</td>
<td>Tuesday, Feb. 21</td>
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<tr>
<td>Exam II</td>
<td>100</td>
<td>Tuesday, March 27</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>Tuesday, May 8</td>
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<tr>
<td>Writing Assignment I</td>
<td>75</td>
<td>Thursday, March 8</td>
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<tr>
<td>Writing Assignment II</td>
<td>75</td>
<td>Thursday, April 12</td>
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<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
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Your final grade will be derived as a percentage of the total points earned using the following percentage distribution:

- 100-97% = A+
- 96-93% = A
- 92-90% = A-
- 89-87% = B+
- 86-83% = B
- 82-80% = B-
- 79-70% = C
- 76-73% = C-
- 72-70% = D+
- 69-67% = D
- 66-63% = D-
- 62-60% = F
- 59-0% = F

Pass-Fail Requirements: Attend classes and average of “D” or better on course assignments. You must complete all requirements.

**Audit Requirements:** Complete readings, attend all classes, and participate in class discussions. You should also let the instructor know that you are auditing the class.

Incomplete Requirements: Please refer to CSU’s Faculty Council policy regarding the circumstances under which a grade of “incomplete” can be assigned for a course. The departmental policy in HDFS is that an ‘I’ grade is not to be given to accommodate inconvenience and/or the lack of sustained effort throughout the course. An ‘I’ grade is given only when a student has a severe illness, accident or other extenuating circumstances that forces him or her to miss several weeks of class.

### Class Objectives and Anticipated Class Calendar

<table>
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<tr>
<th>Date</th>
<th>Class Content and Objectives</th>
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<th>Writing Assignments and Other Activities</th>
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<td>Introduction; review of syllabus; life-span development</td>
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<td>01/19</td>
<td>Aging demographics; global aging; life expectancy and longevity</td>
<td>1-13</td>
<td>Facts on Aging Quiz</td>
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<td>01/24</td>
<td>The life-span development approach</td>
<td>13-20</td>
<td>Lecture</td>
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<td>01/26</td>
<td>Research designs and methods used to study adult development and aging</td>
<td>20-37</td>
<td>Lecture</td>
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<td>01/31</td>
<td>Primary, secondary, and successful aging. Physical changes in adulthood I</td>
<td>65-85</td>
<td>Video</td>
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<tr>
<td>02/02</td>
<td>Physical changes in adulthood II: Chronic illnesses; menopause; sexuality and aging.</td>
<td>85-106 Ch. 4</td>
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<tr>
<td>02/07</td>
<td>Cognitive changes I: Attention and memory</td>
<td>185-232</td>
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<td>02/09</td>
<td>Cognitive changes II: Intelligence and problem solving</td>
<td>233-255</td>
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<td>02/14</td>
<td>Cognitive changes III: Expertise, wisdom, and everyday problem solving</td>
<td>268-274</td>
<td>Lecture</td>
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<td>02/16</td>
<td>Cognitive training: Early studies; testing the limits approach; recent training approaches</td>
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<td>Lecture</td>
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<td>02/21</td>
<td><strong>Exam I</strong></td>
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<td>02/23</td>
<td>Social cognition</td>
<td>280-314</td>
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<tr>
<td>02/28</td>
<td>Stereotypes and aging</td>
<td>Article</td>
<td>Lecture</td>
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**Lecturer:** Allyson Brothers

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*Manfred Diehl—Spring 2012*
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<th>Date</th>
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<td>Personality development I: Traits</td>
<td>315-325</td>
<td>Lecture; Video</td>
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<td>03/06</td>
<td>Personality development II: Self-concept and identity</td>
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<td>03/08</td>
<td>Personality development III: Coping strategies and emotion regulation</td>
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<td>Lecture Assignment #1 is due</td>
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<tr>
<td>03/13 &amp; 03/15</td>
<td><strong>Spring Break</strong></td>
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<td>03/20</td>
<td>Social-emotional development: Getting better with age? Socio-emotional selectivity theory</td>
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<td>Article Lecture</td>
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<td>03/22</td>
<td>Social relationships in adulthood; aging families</td>
<td>403-429</td>
<td>Video</td>
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<td>03/27</td>
<td><strong>Exam II</strong></td>
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<td>03/29</td>
<td>Grandparenting and grandparenthood.</td>
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<td>04/03</td>
<td>Family caregiving</td>
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<td>04/05</td>
<td>Work, leisure, and retirement</td>
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<td>04/10</td>
<td>The aging workforce; the changing nature of retirement.</td>
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<td>04/12</td>
<td>Mental health in adulthood I</td>
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<tr>
<td>04/17</td>
<td>Mental health in adulthood II: Depression, delirium, and dementia</td>
<td>Ch. 10</td>
<td>Lecture</td>
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<td>04/19</td>
<td>Dementia and Alzheimer’s Disease</td>
<td>Ch. 10</td>
<td>Lecture</td>
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<td>04/24</td>
<td>Substance abuse in adulthood and late life.</td>
<td>393-396</td>
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<td>04/26</td>
<td>Functional health, independence, and everyday competence</td>
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<td>05/01</td>
<td>Very old age: Multimorbidity and long-term care/nursing homes</td>
<td>164-183</td>
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<tr>
<td>05/03</td>
<td>Can healthy aging be optimized?</td>
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