

Department of Human Development
Virginia Polytechnic Institute and State University

HD 5104

Adult Development and Aging I: Individual Development (Index 92692)

Fall 2003

Instructor: Dr. Karen A. Roberto
Classroom: 1770 Litton-Reeves
Time: Tuesday 12:30 – 3:20

Office: 237 Wallace
Phone: 231-7657
e-mail: kroberto@vt.edu
Office Hrs: By Appointment

COURSE DESCRIPTION:

This is the first of a two-semester sequence designed to introduce students interested in gerontology to individual and interpersonal aspects of development in adulthood and old age. The first semester will provide an overview of biological, psychological, and selected sociological aspects of development; the second will focus on family and other interpersonal relationships.

OBJECTIVES:

Having successfully completed this course, students will be able to:

- a) demonstrate an understanding of the major theories of aging
- b) discuss and critique the empirical literature that focuses on the biological, psychological, and social aspects of aging
- c) apply theoretical and empirically based concepts and constructs to situations facing aging individuals
- d) write a review of literature paper that integrates and synthesizes the scholarly literature on a specific aging-related topic

REQUIRED TEXTBOOKS/JOURNALS:

- Blieszner, R., & de Vries, B. (Eds.). (2001). Intimacy and aging. *Generations*, 25(2).
- Ekert, D., & Dennis, H. (Eds.). (2002). Retirement: New chapters in American life. *Generations*, 26(2).
- Erikson, E., Erikson, J., & Kivnick, H. (1986/1994). *Vital involvement in old age*. New York: W.W. Norton & Company.
- Horowitz, A., & Stuen, C. (Eds.). (2003). Aging and the senses. *Generations*, 27(1).
- Park, D., & Schwarz, N. (Eds.). (2000). *Cognitive aging: A primer*. Philadelphia, PA: Psychology Press.
- Symer, M., & Bartels, S. (Eds.). (2002). Mental health and mental illness in later life. *Generations*, 26(1).

Yee, D. (Ed.). (2002). Recognizing diversity in aging. *Generations*, 26(3).

ASSIGNMENTS:

HONOR CODE STANDARDS APPLY TO ALL ASSIGNMENTS

1. REVIEW OF LITERATURE (Topic - Sept 23; First Draft - Nov 4; Final Paper - Dec 9)

The purpose of this assignment is for students to learn to critically review, integrate, and synthesize empirical research and/or interpretations of the research on aging.

Students are responsible for selecting some aspect of aging and assume responsibility for preparing a review of the literature paper. The paper should include the following sections: (a) introduction and rationale for review, (b) integration and synthesis of previous research and theory, (c) summary and conclusions (including strengths as well as gaps in the research), (d) recommendations for future research and practice (or policy), and (e) references. The final paper should be approximately 15 double-spaced typewritten pages in length, including references.

Students are required to select a topic for their paper early in the semester and submit a one-page narrative that provides the rationale for the focus of the paper and a one-page topical outline describing proposed content of the paper. When submitting the first draft of the paper, at least 50% of the overall paper is to be complete; each of the sections listed above must be at least partially written. At the end of each section, students should provide an outline or description of the additional information they foresee being included in the final version paper.

Recommended topics for the paper include but are not limited to: attitudes towards aging; caregiving; cross-cultural comparisons; education and older adults; elder abuse; environments and aging; friendships in later life; health concerns/conditions; learning and memory; long-term care issues; recreation/leisure; rural elders; spirituality and aging; technology and aging; and widowhood.

THE PAPER IS TO BE PREPARED ACCORDING TO THE GUIDELINES PUT FORTH IN THE APA PUBLICATION MANUAL (5TH ED.). BEFORE BEGINNING THE PAPER, STUDENTS SHOULD REVIEW THE GUIDELINES FOR EXPRESSION OF IDEAS (I.E., WRITING STYLE, GRAMMAR, AND BIAS IN LANGUAGE), APA EDITORIAL STYLE, AND MANUSCRIPT PREPARATION. FAILURE TO FOLLOW APA FORMAT WILL RESULT IN A LOWER GRADE FOR THE ASSIGNMENT.

2. FORMAL PRESENTATION (Dec 9 and 18)

The purpose of this assignment is for students to prepare and present the information they acquired in a professional and creative manner.

Students will have approximately 20 minutes to present their review of literature papers (including 2- 3

minutes for questions). Students should not plan to read the paper, even though it will provide the basis for the presentation. The presentation is intended to simulate a conference presentation.

3. ADDITIONAL READINGS

The purpose of this assignment is to provide students an opportunity to discover, read, and critique the gerontology literature that is of personal interest.

Three times during the semester, students will be responsible for finding **three additional scholarly journal articles** relevant to the topic being discussed (see course schedule). The additional readings must represent a current (**2000+**) empirical investigation or theoretical discussion of the topic. Students will discuss the readings in class and provide a comparative article matrix (example provided by instructor) and a written copy of their review of the articles to the instructor at the end of each class.

For the written review, students are expected to synthesize and critically analyze the information across articles. Each report should be no more than four double-spaced typed pages and is to be prepared using the following format: (a) name, date, topic at the top of first page (no cover sheet), (b) complete citation for each article (APA format), (c) brief summary of the purpose, method, results, and conclusions of the author(s) (approximately one paragraph for each of the papers), (d) identify similarities and differences across articles with respect to the use of theory, definition of constructs, hypotheses, sample, procedures, measures, unit of analyses, statistical approach, and findings, and (e) lessons learned across the three articles and the class readings.

To help ensure that a broad range of information is infused into the class discussion and to avoid duplication of efforts, students are required to post, on the class listserv, the complete reference (using APA format) for each article they will be discussing. Articles need to be posted each Monday by 12 p.m.

4. PARTICIPATION/LEADERSHIP

The purpose of this assignment is to provide students an opportunity to have a voice in leading and participating in the class discussions.

Students are required to complete all reading assignments and be prepared for each class session. Active involvement and participation in all class discussions is expected. Students also will be assigned particular readings for which they will be responsible for facilitating the discussion.

LATE ASSIGNMENTS: Five points per day will be deducted from the final grade of each assignment that is submitted after the class period in which it is expected.

EXAM: (tentatively scheduled for Dec 2)

All students will complete a written comprehensive examination, requiring the integration, synthesis, and application of material presented in class (including peer articles). The exam will consist of three or four essay questions.

EVALUATION:

The final grade in the course will be based on the number of points earned on each of the following:

Article Reviews	60 pts
Classroom Leadership	30 pts
Paper - Narrative/Outline	P/Redo
Paper - First Draft	20 pts
Paper - Final Draft	100 pts
Paper - Presentation	30 pts
Exam	<u>60 pts</u>
TOTAL	300 pts

The following criteria will be used to determine final grades:

A = 270 - 300	C = 210 - 239
B = 240 - 269	D = 180 - 209

NOTES:

- Students are welcome to discuss their progress in this course with me at any time during the semester. I urge you to make an appointment with me to discuss any matters raised in the class discussions, assignments, or readings with which you find yourself having difficulties. I am *very willing* to read and critique drafts of your assignments and especially encourage those of you with limited writing experience to submit early copies of your work for review.
- Any student with special needs or circumstances should feel free to meet with me to arrange appropriate accommodations.
- Students enrolled for a letter grade will complete all requirements. Pass/Fail students will complete all assigned readings, prepare additional readings matrix, and participate in class discussions. Audit students will complete all assigned readings and participate in class discussions.
- The honor code will be strictly enforced in this course. All assignments submitted shall be considered graded work. All aspects of your course work are covered by the honor system. Any suspected violations of the honor code will be promptly reported to the honor system. Honesty in your academic work will develop into professional integrity. The faculty and students of Virginia Tech will not tolerate any form of academic dishonesty. For specific information go to:

<http://filebox.vt.edu/studentinfo/gradhonor/>

- Compendium of journals and periodicals in Gerontology:
<http://crab.rutgers.edu/~deppen/journals.htm>
- Class listserv: HD5104_92692@listserv.vt.edu

HD 5104 - Fall 2003

Course Outline

Date

Topic

Aug. 26

The Culture of Aging: Demographics and Diversity

Readings: Yee: pages 8-24

Smith, D. (2003). The older population in the United States: March 2002. U.S. Census Bureau Current Population Reports, P20-546. Washington, DC.
(<http://www.census.gov/prod/2003pubs/p20-546.pdf>)

Sept. 2

Conceptual Frameworks and Theories of Aging

Readings:

Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23, 611-626.

Elder, G., H., Jr., & Johnson, M. K. The life course and aging: Challenges, lessons, and new directions. In R. Settersten (Ed.), *Invitation to the life course: Toward new understandings of later life* (pp. 49-81). Amityville, NY: Baywood Publishing Company.

Sept. 9

Physical Changes Associated with Aging

Readings: Horowitz & Stuen

National Institute on Aging (2002). *Aging under the microscope: A biological quest*. Washington, DC: National Institutes of Health.
(<http://www.niapublications.org/pubs/microscope/index.asp>)

Articles:

1. _____
2. _____
3. _____

Sept. 16

Health and Illness in Later Life

Readings: Yee: pages 25-53

Articles:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Sept. 23

Mental Health and Aging

Readings: Symer & Bartels

Articles:

1. _____
2. _____
3. _____

Sept. 30

**Cognition and Aging: Mechanisms and Processes
Attention and Memory**

Readings: Park & Schwarz -- Chapters 1, 2, 3, 4, 5, 7

Oct. 7

**Cognition and Aging: Intelligence and Potential
Applied Cognition**

Readings: Park & Schwarz -- Chapters 12, 13, 14

Oct. 14

Personality Development and Aging

Readings: Erikson, Erikson, & Kivnick -- pages 13-53; 327-337

Articles (other theories/models/approaches):

1. _____
2. _____
3. _____

Oct. 21

Personality Characteristics and Aging

Readings: Erikson, Erikson, & Kivnick -- pages 54-238

Articles (identity, self-concept/esteem; self-regulatory processes):

1. _____
2. _____
3. _____

Oct. 28

No Class – Forum/Library

Nov. 4

Relationships in Later Life

Readings: Blieszer & de Vries

Articles (grandchildren; family issues; social support)

1. _____
2. _____
3. _____

Nov. 11

Work, Retirement, and Leisure

Readings: Ekhart & Dennis

Articles

1. _____
2. _____
3. _____

Nov. 18

Living Arrangements and Support Programs for Older Adults

Readings: Yee -- pages 54-71

Wacker, R. R., Roberto, K. A., & Piper, L.E. (2002). Housing. In *Community resources for older adults: Programs and services in an era of change (2nd ed.)*. Thousand Oaks, CA: Sage/Pine Forge Press.

Articles
(Housing)

1. _____
2. _____

Articles
(Programs/Services)

4. _____
5. _____

3. _____

6. _____

Dec. 2

Exam

Dec. 9

Presentations

Dec. 18

Presentations/Final Meeting (1:05 a.m. – 3:05 p.m.)