

FCHD 3540: Adult Development and Aging Online: Fall 2016

Instructor: Dr. Elizabeth Braungart Fauth

Office: 222 Family Life Bldg, Logan Campus (for meetings <10 minutes drop in is OK. Otherwise email for appt)

Email: beth.fauth@usu.edu (I will respond to emails within 48 business hours - M thru F 8am-5pm - of receiving them)

Phone: 435-797-1989

I'm faster when you email me directly, and I am a little slower at responding to messages on Canvas. But both will work!

Teaching Assistant: Jessica Weyerman - jjweyerman@gmail.com

Required Text: Whitbourne, S. K. & Whitbourne, S. B. (2014). Adult development and aging: Biopsychosocial Perspectives (5th ed.) New York: John Wiley and Sons, Inc. (OLDER VERSIONS ARE NOT ACCEPTED) <http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003091.html>
Used copies and e-books are available

Recommended Text: American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C

Course Overview:

This course is designed to cover general biological, psychological, and sociological theories and issues related to adult development and aging. The knowledge gained in this course will be helpful for students who are considering a career in adult and gerontological research, for students who wish to work in a clinical setting with older adults, and/or for students who, in general, wish to become more knowledgeable on issues related to adult development.

In this course you will learn:

- General theories of aging
- How cognitive processes (memory, intellect, etc.) and social processes (marriage, family caregiving) change across the adult lifespan
- Biological, psychological, and sociological influences on healthy and unhealthy aging
- How to incorporate topics from the text into "real world" examples of adult development
- To exchange ideas and opinions with other students

This course adheres to the following USU policies:

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;

- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Additional Utah State University Resources for Students

The Writing Center	797-2712
Counseling Center	797-1012

Technical Assistance: For technical problems with the course or your computer please call the USU HELP desk. I promise they will help you more than I can!!! All questions about COURSE CONTENT can be directed to me. Otherwise, for questions about Canvas, accessing the USU online library resources, downloading files, and other technical issues, call:

USU Computer Help desk

435-797-HELP (4357)

Meeting Deadlines

Students are expected to complete all of their assignments and exams as scheduled. Medical excuses, a death in the family, or other USU-endorsed exemptions (e.g., athletics) may be recognized as a valid excuse only if accompanied by adequate documentation and, in some cases, a personal phone meeting with the instructor. A medical excuse needs to be a valid, written note from a medical professional that explains why you were unable to attend the exam or write the paper on time. An insurance form or receipt from a health center is not considered a valid excuse by itself. If you have questions about the legitimacy of an excuse and/or if you know in advance of your scheduling conflicts, you must contact the instructor in advance to discuss your options. In nearly all cases you will be required to hand in the paper or take the exam early.

Weekly Points Participation and Discussions

Your class participation will be measured via your participation in Weekly Points Activities (WPA's). Weekly Points Activities involve discussions and individual activities. Each week has 10 points worth of activities to complete. WPA opportunities will be posted on or before Monday morning of each week, and are expected to be completed by the following Sunday by 5pm.

There are no "make-ups" or excuses accepted for missed Weekly Points.

I will, however, give each of you 6 bonus points to "spend" as you wish. You can use these to make up for the loss of any points that occurred over the semester. For example, if you are unable to participate in a discussion worth 4 points, you can use 4 of your bonus 6 points to make up for the loss with no penalty to your final grade. Or, if you wish, these free 6 points could be added to your lowest exam score.

It is expected that you will participate in the online discussions using a mature, academic style to your writing. Please be respectful of your classmates' privacy and opinions, and recognize that I reserve the right to remove any discussions posted online that I feel are in some way offensive or inappropriate.

You must be self-motivated to keep up with the pace of class. Even if you are unable to participate in a given weekly activity, you will still be responsible for understanding any material that was covered. Weekly readings average about 40 pages in your text, however some weeks this will be more, and some it will be much less. Please plan your schedules accordingly to keep up with the readings.

Examinations

There will be four (non-cumulative) proctored examinations based on readings and lecture material. All Exams are proctored using **Proctorio Virtual Proctor**

Please read the policies and instructions to use Proctorio and take a practice quiz before starting the actual exam. You will need a computer with a web camera.

Exam questions will be mostly multiple choice, however there will also be some short answer items on each test. Students unable to take the exam in the designated dates that the exam is available must notify the instructor in advance, provide a valid and approved excuse, and receive permission to take a make-up exam. Unless there is a last-minute emergency situation, make up exams will occur before the date of the scheduled exam. Make-up examinations will not be administered unless arrangements have been made one week in advance. The exception to this is when a death in the family occurs within a day or so of the exam. In this case the instructor needs to be notified as soon as possible.

Assignments

Every student must complete one final writing project that will be graded in assignment stages (Assignment 1 sets you up for the final paper, Assignment 2 tells me you are on track for the research part of the assignment, and Assignment 3 is the final assignment). Written instructions for each assignment are on canvas, in the instruction sections of each assignment.

You have 3 options (or "tracks") for this paper which are described below. Evaluation of the three assignments will be based on the clarity and the quality of your writing (points will be deducted for spelling and grammatical errors, poor organization, etc) as well as how well you addressed the purpose of the assignments.

APA requirements for these assignments:

- All writing assignments (including in-text citations and references) must use the formatting of the American Psychological Association (APA 6th edition). The APA Publication Manual is a suggested text for this course, and is a good investment for your college writing career. If you are

unable or do not wish to purchase this manual, you are still expected to know and utilize the APA format. Multiple copies of this text are available at the USU library and other public libraries.

- Keep in mind that some websites claim they are teaching you APA style, but they are using incorrect formatting!! Also keeping in mind that websites like EBSCO host sometimes give you the option to display your journal article in APA style – but this does not usually display entirely correctly. I suggest you always refer to the APA manual or the APA cheat sheet I provide for you on Canvas in the Assignments folder of the Home page.
- Papers must be double-spaced, in 12pt Times New Roman or 12pt Arial font, and margins of 1".
- I **do not** require a title page or running head for your written assignments, as these are not submitted manuscripts
- I do expect you to use the non-biased language recommendations for APA: Use **"older adult"**, not "senior citizen", or "the elderly"

BACK UP YOUR WRITING ON MULTIPLE DRIVES and do not wait until the last minute to complete your writing assignments! "My computer crashed" or "I lost my flash drive" are not acceptable excuses for a late assignment. These assignments are due on the date and time listed in the course schedule.

Papers will only be accepted if they are uploaded as .doc, .docx, or .pdf formats

Assignments handed in within 24 hours past the time and date it is due automatically receive 3 points off their total grade. Those handed in 24 and 48 hours of the due date/time receive 6 points off. For every 24-hour increment that the assignment is late, an additional 3 points will be taken off.

One Extra Credit Opportunity: You have one opportunity per semester to gain extra credit. You can earn six extra points (1% of your final grade) by submitting via canvas (there is an assignment called Extra Credit) a funny comic, joke, or video related to Adult Development or Aging. I won't accept racist, sexually explicit, or otherwise inappropriate humor. You cannot earn the extra credit points more than once per semester, and this is your only opportunity to earn extra credit points. Include 2-3 sentences with your submission explaining how the joke/clip/comic relates back to content in the course. PLEASE DO NOT SUBMIT VIA EMAIL.

Grading

	POINTS	% of Grade
Weekly Points (10 pts/week X 13 weeks)	130	20%
Exam 1	100	16%
Exam 2	100	16%
Exam 3	100	16%
Exam 4	100	16%
Assignment 1:	15	2%
Assignment 2:	20	3%
Assignment 3:	70	11%
TOTAL	635	100%

Students are invited to discuss their concerns about their grades at any time during the semester with the instructor. The final grade will be determined as follows:

A	=	> 93%	C+	=	77%-79%
A-	=	90%-92%	C	=	73%-76%
B+	=	87%-89%	C-	=	70%-72%
B	=	83%-86%	D	=	60%-69%
B-	=	80%-82%	F	=	< 60%.

Assignment Overview

Here is a brief overview for your three assignment options. **You will choose ONE of these options.** Please note:

- Details of the assignment requirements and the grading criteria sheets are provided on Canvas.
- Please review these Canvas documents carefully before you hand in your assignments – the Canvas documents outline specifically what I am looking for in each assignment, and describe how you will be graded.
- The summary below is not detailed enough for you to succeed in completing these assignments, however it may help you decide which track you would like to choose.

Track 1: The Book Option

For the final assignment you will be incorporating class topics and related research into a work of fiction, non-fiction, or a memoir that you choose. The book you have chosen must discuss issues related to adult development and aging.

Assignment 1. Tell me what book you have chosen and demonstrate that you have chosen a book that is relevant to class topics. If I do not feel the book is appropriate we will meet in person to discuss other book options. Examples of appropriate titles:

- “Tuesdays with Morrie” by Mitch Albom
- “Walking Across Egypt” by Clyde Edgerton
- “Having Our Say: The Delany Sisters' First 100 Years” By Sarah Delaney et al.
- Another book of your choice related to adult development and aging

Assignment 2. Find one research article from a peer-reviewed journal of family, gerontology, or related topic that is relevant to something that occurred in the book you have chosen. Hand in the article and on a separate paper briefly explain why this research article is related to the book you have chosen. You will continue to use this journal article for Assignment 3 and your integration of the article with the novel will be much more in-depth for assignment 3 – the main purpose of Assignment 2 is for us to make sure you have chosen a good article.

Assignment 3 (Final Paper). Write a 6 -7 page paper in which you describe how the book you read is related to four concepts from the text book or lecture and how it is related to the one journal article you found. Therefore there will be five topics, total. The purpose of this assignment is to demonstrate that you have learned class material, and that you can apply it (and relevant research) to the aging experiences of the people or characters in your book.

Track 2: The Service Option:

For the final assignment you will be incorporating class topics and related research into experiences you had working with older adults in the community. Appropriate service learning projects for this assignment would involve volunteering in the community at an institution or organization that deals with issues related to adult development and aging. You must spend at least 12 hours (total) of your time at this facility, and you must space your visits over at least 4 visits to the center. You must have someone at the facility who will act as a mentor or a supervisor who can sign your time sheets noting hours that you were there. Your time sheets also have a space for you to write down your thoughts and comments about each visit, and these must be handed in with your final paper (time sheet templates will be provided by me).

Assignment 1. Describe what you will be doing in your service learning project (including key information for your proposed hours, your supervisor, etc). The purpose of this assignment is to demonstrate that you have chosen a volunteer site that will provide you with experiences that are relevant to class topics. If I do not feel the site is appropriate we will meet in person to discuss other options. Examples of appropriate volunteer sites:

- Assisted Living Facilities
- Senior Citizen's Center
- Nursing Homes

Assignment 2. Find one research article from a peer-reviewed journal of family, gerontology, or related topic that is relevant to something that occurred during your service learning experience. Hand in the article and on a separate paper briefly explain why this research article is related to your service experiences. You will continue to use this journal article for Assignment 3 and your integration of the article with the service learning will be much more in-depth for assignment 3 – the main purpose of Assignment 2 is for us to make sure you have chosen a good article.

Assignment 3 (Final Paper). Write a 6 -7 page paper in which you describe how your volunteer work is related to four concepts from the text book or lecture and how it is related to the one journal article you found. Therefore there will be five topics, total. The purpose of this assignment is to demonstrate that

you have learned class material, and that you can apply it (and relevant research) to the aging experiences of people's real life aging experiences.

Track 3: The Interview Option

For the final assignment you will be incorporating class topics and related research into the life experiences of an older family member or friend. This project involves interviewing one family member or friend for about 30-45 minutes who is over the age of 65. The interview will have specific topics that you should cover (see Canvas description for Assignment 1).

Assignment 1. Describe who you will interview and when. Provide the questions that you will ask your friend or relative in your interview.

Assignment 2: Find one research article from a peer-reviewed journal of family, gerontology, or related topic that is relevant to something your interviewee told you about their experiences. Hand in the article and on a separate paper briefly explain why this research article is related to your interview. You will continue to use this journal article for Assignment 3 and your integration of the article with the interview will be much more in-depth for assignment 3 – the main purpose of Assignment 2 is for us to make sure you have chosen a good article.

Assignment 3 (Final Paper). Write a 6 -7 page paper in which you describe how your interviewee's responses are related to four concepts from the text book or lecture and how they are related to the one journal article you found. Therefore there will be five topics, total. The purpose of this assignment is to demonstrate that you have learned class material, and that you can apply it (and relevant research) to the aging experiences of your interviewee's real life aging experiences.

Date	Assignments Summary
Mon Aug 29	<u>Class Begins FCHD 3540</u> 12am
Sun Sep 4	<u>WPA 1A: Syllabus Quiz</u> due by 11:58pm
	<u>WPA 1B: Age Calculator</u> due by 11:58pm
	<u>WPA 1C: Stereotypes of Aging</u> due by 11:59pm
Sun Sep 11	<u>Assignment 1</u> due by 11:59pm
	<u>WPA 2: Your Responses to Videos on Promoting Longevity</u> due by 11:59pm
Wed Sep 14	<u>Exam 1 opens on Canvas (must be Proctored via Proctorio)</u> 12am
Sun Sep 18	<u>Exam 1</u> due by 11:58pm
	<u>WPA 3A: Resources for Aging Adults.</u> due by 11:59pm
	<u>WPA 3B: Discussion for Beauty in Aging</u> due by 11:59pm
Sun Sep 25	<u>WPA 4A: Stressful Life events</u> due by 11:59pm
	<u>WPA 4B: Diet and Health</u> due by 11:59pm
Sun Oct 2	<u>WPA 5A: Mnemonic devices</u> due by 11:59pm
Sun Oct 9	<u>WPA 6A: Types of Intelligence</u> due by 11:59pm
	<u>WPA 6B: Online Intelligence tests</u> due by 11:59pm
	<u>WPA 6C: Rolling Pin Example</u> due by 11:59pm
Wed Oct 12	<u>Exam 2 opens on Canvas (must be Proctored via Proctorio)</u> 12am
Sun Oct 23	<u>Exam 2</u> due by 11:58pm
	<u>WPA 7A: Examples of Wisdom: Old and Young</u> due by 11:59pm
	<u>WPA 7B: Theories of Wisdom</u> due by 11:59pm
Sun Oct 30	<u>Assignment 2</u> due by 11:59pm
	<u>WPA 8A: Career Inventory Tests</u> due by 11:59pm
	<u>WPA 8B: Opposites attract</u> due by 11:59pm
Sun Nov 6	<u>WPA 9A: Marital Satisfaction</u> due by 11:59pm
	<u>WPA 9B: Fatherhood</u> due by 11:59pm
Wed Nov 9	<u>Exam 3 opens on Canvas (must be Proctored via Proctorio)</u> 12am
Sun Nov 13	<u>Exam 3</u> due by 11:58pm
	<u>WPA 10A: Meaning of Grandparenting</u> due by 11:59pm
Sun Nov 20	<u>WPA 11A: Empty Nest</u> due by 11:59pm
	<u>WPA 11B: Caregiving</u> due by 11:59pm
Sun Nov 27	<u>Assignment 3</u> due by 11:59pm
	<u>WPA 12A: Personality Inventory</u> due by 11:59pm
	<u>WPA 12B: Coping models</u> due by 11:59pm
Sun Dec 4	<u>Extra Credit</u> due by 11:58pm
	<u>WEEK 13B: Successful Aging</u> due by 11:59pm
	<u>WPA 13A: Elder Abuse</u> due by 11:59pm
Mon Dec 5	<u>Exam 4 opens on Canvas (must be Proctored via Proctorio)</u> 12am
Fri Dec 16	<u>Exam 4</u> due by 11:58pm