Course Guide

Psychology 419
Adult Development and Aging

University of Idaho
3 Semester-Hour Credits

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University of Idaho

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2 – Psyc 419
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# Table of Contents

Welcome! ......................................................................................................................... 1
Policies and Procedures ................................................................................................. 1
Course Description .......................................................................................................... 1
Course Materials ........................................................................................................... 1
Course Delivery ............................................................................................................. 1
Course Introduction ....................................................................................................... 2
Course Objectives ........................................................................................................ 2
Lessons .......................................................................................................................... 2
Exams ............................................................................................................................. 3
Grading ........................................................................................................................... 3
About the Course Developer ....................................................................................... 3
Contacting Your Instructor ........................................................................................ 3
Assignment Submission Log ....................................................................................... 4

Lesson 1: Studying Adult Development and Aging ...................................................... 5
Lesson 2: Neuroscience as a Basis for Adult Development .......................................... 8
Lesson 3: Physical Changes ......................................................................................... 11

Exam 1 Information: Covers Lessons #1-3 ................................................................. 14

Lesson 4: Longevity, Health, and Functioning ......................................................... 15
Lesson 5: Where People Live: Person-Environment Interactions ............................... 18
Lesson 6: Attention and Memory ............................................................................... 21
Lesson 7: Intelligence ................................................................................................. 24

Exam 2 Information: Covers Lessons #4-7 ................................................................. 27

Lesson 8: Social Cognition ....................................................................................... 28
Lesson 9: Personality ................................................................................................. 31
Lesson 10: Clinical Assessment, Mental Health, and Mental Disorders ................. 34
Lesson 11: Relationships ........................................................................................... 37

Exam 3 Information: Covers Lessons #8-11 ............................................................. 40

Lesson 12: Work, Leisure, and Retirement ............................................................... 41
Lesson 13: Dying and Bereavement ......................................................................... 44
Lesson 14: Successful Aging ..................................................................................... 47

Exam 4 Information: Covers Lessons #12-14 ............................................................ 50
Psyc 419: Adult Development and Aging                               3 Semester-Hour Credits: U-Idaho

Welcome!
Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures
Refer to the ISI website at www.uidaho.edu/isi and select Students for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description
Analysis of change from early adulthood through death in the areas of social, cognitive, and physical development; examination of theories, concepts, and research in the area of lifespan development; study of the problems of aging, plasticity of functioning, and ingredients of successful aging.

14 graded lessons, 4 proctored exams

Students may submit up to 3 assignments per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials
Required Course Materials

Independent Study in Idaho course materials are available for purchase at the VandalStore (University of Idaho bookstore). Your Registration Confirmation Email contains the VandalStore’s contact information.

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the VandalStore at the time of registration allows you to purchase the correct edition(s) of textbooks, course guides, and supplemental materials. Contact the VandalStore directly for questions regarding course materials that you have ordered.

If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s).

Course Delivery
All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a Registration Confirmation Email with information on how to access ISI courses online.
**Course Introduction**

This course covers the social, cognitive, and physical changes from early adulthood through death. In addition, we will examine theories, concepts, and research pertaining to life-span development as well as problems and successful aging. Unlike other developmental courses that focus on the student’s past, such as childhood of adolescent development, this course provides a peek at what the future portends.

**Course Objectives**

One unique aspect of this course is that some students may enter the course with negative attitudes towards aging and older adults. With the knowledge acquired in this course, it is hoped these attitudes will change, and students will adopt a more positive attitude towards this population.

**Lessons**

**Overview**

Each lesson may include the following components:
- lesson objectives
- reading assignments
- important terms
- lecture
- written assignment, project, or activity

Each lesson and examination will consist of multiple-choice and essay questions. When answering the multiple-choice items in an assignment, select the best alternative and, if possible, justify your selection by indicating the page and line numbers that you used to answer the question. The essays will consist of two types of questions:

- a factual essay in which you will be required to organize the lesson material into some meaningful whole, and
- a thought essay where there is no “correct answer.” Here it is hoped that you will express your opinion regarding specific (and controversial) topics. You may use outside sources to support your opinions.

Write at least 150-200 words (one page) for each essay question. It is important that you organize your answer and give appropriate examples. Remember, you are trying to communicate your thoughts and ideas!

**Study Hints:**

- Keep a copy of every lesson submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month prior to your personal deadline. An Assignment Submission Log is provided for this purpose.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.
- Read each chapter and do your homework assignments with a closed book. Then “grade” your answers, paying close attention to the questions you missed. Refer to the textbook to determine why you chose a particular alternative.
- Both homework and test questions are chosen from the same test bank. Overall, about one-third of the test questions are taken from the homework assignments.

Refer to the Course Rules in BbLearn for further details on assignment requirements and submission.
Exams
- You must wait for grades and comments on lessons prior to taking subsequent exams.
- For your instructor’s exam guidelines, refer to the Course Rules in BbLearn.

Refer to Grading for specific information on lesson/exam points and percentages.

Proctor Selection/Scheduling Exams
All exams require a proctor. At least 2 weeks prior to taking your first exam, submit the completed Proctor/Exam Request Form (available at uidaho.edu/is, under Forms) to the ISI office. ISI mails all exams directly to the proctor after receiving the Proctor/Exam Request Form. You must schedule the examination time with your proctor prior to each exam. The proctor administers the exam and returns it to the ISI office.

Grading
The course grade will be based upon the following considerations:

Your final grade in the course will be based upon four (4) examinations and an overall grade for the 14 lesson assignments. Each of these five (5) components will be equally weighted to determine your grade in the course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Lesson Assignments</td>
<td>20%</td>
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<tr>
<td>Examinations (4, each 20%)</td>
<td>80% (400 points; 100 points each)</td>
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Final grades will be based on this scale
- 90-100% A
- 80-89% B
- 65-79% C
- 55-64% D
- Less than 54% F

The final course grade is issued after ALL lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer
Dr. Mohan has taught development psychology courses at the University of Idaho since 1971. He also teaches in the WWAMI program. Dr. Mohan has a Ph.D. in developmental psychology.

Contacting Your Instructor
Instructor contact information is posted on your BbLearn site under Course Rules.
**Assignment Submission Log**
Send the completed *Proctor Information Form* to the ISI office at least two weeks prior to taking your first exam.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Projected Date for Completion</th>
<th>Date Submitted</th>
<th>Grade Received</th>
<th>Cumulative Point Totals</th>
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It is time to make arrangements with your proctor to take Exam 1.

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It is time to make arrangements with your proctor to take Exam 3.

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It is time to make arrangements with your proctor to take Exam 4.

| Exam 4 |                                |                |                |                         |
Lesson 1
Studying Adult Development and Aging

Lesson Objectives
After successfully completing this lesson, you will understand/be aware of:
1. The general themes of adult development;
2. The research designs used in development psychology.

Reading Assignment
Chapter 1

Important Terms
See end of Chapter 1

Instructor’s Comments
It is important for you to know that adult development and aging are just one part of the life span. Although we do focus on a person’s chronological age, it is important to remember that an individual is the sum of cumulative experiences from infancy onward. To this end, a discussion of the methods used in developmental research can illustrate some of these points (e.g., age effects, cohort effects, social clock, and various experimental designs).

Written Assignment
Before beginning the first written assignment, refer to the Course Rules in BbLearn for your instructor’s assignment requirements. If emailing assignments to your instructor, please copy the ISI office at indepst@uidaho.edu.

Multiple-Choice questions

1. A key premise of the life-span perspective is that
   a. biological changes are the most important.
   b. events that happen in old age are more important than earlier experiences.
   c. social changes are the most important.
   d. aging is a lifelong process that begins at conception and ends at death.

2. Four forces shape development. Which one of the following is not a developmental force?
   a. life-cycle
   b. psychological
   c. biological
   d. histological

3. Which of the following is an example of normative age-graded influences on development?
   a. learning to drive a car
   b. being a member of the Depression generation
   c. winning the lottery
   d. contracting AIDS
4. The death of a spouse at age 25 is an example of a
   a. normative age-graded event.
   b. normative history-graded event.
   c. normative individual-graded event.
   d. nonnormative event.

5. Bill experienced a rapid loss of his ability to function shortly before his death at age 79. Bill’s developmental change is an example of
   a. primary aging.
   b. secondary aging.
   c. tertiary aging.
   d. holistic aging.

6. A continuity view involves the __________ of a characteristic a person has.
   a. amount
   b. kind
   c. plasticity
   d. stability

7. In a study on memory in adults, if the spring semester class of adulthood and aging students was tested for aging bias among college students, this class would be a
   a. population of people.
   b. sample of people.
   c. independent variable.
   d. dependent variable.

8. The observed behavior of interest in an experiment is termed the
   a. dependent variable.
   b. independent variable.
   c. co-dependent variable.
   d. latent variable.

9. The reason that most research on development is not truly experimental is due to the fact that
   a. age cannot be measured accurately in most people.
   b. most statistics cannot handle age as a variable.
   c. age cannot be manipulated therefore it cannot be an independent variable.
   d. it is hard to collect large enough samples to represent different age groups.

10. Even if age is positively correlated with speed of processing, we cannot conclude that age “caused” this increase because
    a. response speed is not usually affected by age.
    b. age normally causes a decrease in speed.
    c. only experimental studies can demonstrate cause and effect relationships.
    d. only correlational studies can demonstrate cause and effect relationships.

11. Testing peoples’ fear of flying shortly following a major airplane crash might produce a(n)
    a. age effect.
    b. time-of-measurement effect.
    c. practice effect.
    d. cohort effect.

12. You just saw a story on the news that reported older women’s IQ drops dramatically after the age of 60. This result was concluded from comparisons of women born in 1910-1930 and women born between 1960-1980. Based on this information, the criticism you would be likely to make would be that
    a. this is not a valid result because men were not included.
    b. longitudinal research doesn’t work well when looking at IQ data.
    c. cohort effects are likely to account for the differences.
    d. whoever conducted this study doesn’t like older women.
13. A researcher decides to investigate whether there are any changes in people’s IQ scores from early adulthood through late adulthood. The researcher (and others) begins with a sample of 21-year-olds and plans to follow this group until they are 80 years old. The type of research design she is planning to employ is called
   a. cross-sectional.        c. time-lag.
   b. longitudinal.         d. sequential.

14. An example of a longitudinal sequential design would be
   a. measuring two cohorts of people over time.
   b. measuring several cross-sections of people once.
   c. measuring multiple groups of same-aged people.
   d. measuring one group of people over time.

Factual Essay (Answer one of two): 100-150 words

1. What are the advantages and disadvantages of experimental and correlational studies?

2. How will changes in the age distribution of the U.S. population affect society? Provide examples.

Thought Essay

What do you think “successful aging” means? Why do you think this term could be considered controversial?