

For Reference Only – Fall Quarter 2011 Syllabus Not Yet Available

ADULT DEVELOPMENT AND AGING

Fall 2010

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There are no required textbooks for this class.

Course Description and objectives:

Adult Development and Aging refers to the second half of human development that includes early adulthood, middle age, and old age. In this course you will learn about the biological, cognitive, psychological, and social changes that occur as people age. The majority of the studies that contributed to the psychology of adult development and aging have been done with the United States population, but there are some universal themes, issues, and characteristics related to aging that can be applied to other countries and cultures. When possible, diversity issues of ethnic/ and or cultural, gender, and sexual orientation will also be introduced. This course will also include important issues such as adult abuse and California mandatory reporting of dementia cases to the Department of Motor Vehicles. It will also cover ethical issues related to aging. This course is designed to provide a general knowledge base of the maturation of human beings, with the understanding, however, that aging varies tremendously among persons. This course meets the requirements for the California Prelicensing requirement for Aging and Long Term Care. Competencies on the skills and knowledge acquired in this course will be evaluated through homework assignments that consist of essay questions and a final examination.

Course Times:

Lectures materials and homework assignments will be posted the Friday before the week they are to be presented or read on Docutek.

Required Readings:

Listed under each lecture. Posted in Docutek.

Suggested additional readings:

Vern L. Bengtson, PhD; Daphna Gans, PhD; Norella Putney, PhD; Merril Silverstein, PhD.
Handbook of Theories of Aging, Second Edition. Springer Publishing Company, New York, New York. ISBN13: 9780826162519

J.C., Cavanaugh & F. Blanchard-Fields (2006). *Adult Development and Aging, Fifth Edition*. Wadworth Group. Belmont, CA. ISBN: 0534520669

Grading

100 pts	Homework	
100 pts		Final
200 pts		Total

195- 200 A+
185-194 A
180-184 A-
175-179 B+
165-174 B
160-164 B-

Please note the attendance policy listed in the student handbook. If you do not attend 75% of the classes (thus cannot miss more than 1 class lecture) you will receive a failing grade. Also, policies regarding Student Grievances can be found in the PGSP PhD program's student handbook.

COURSE COMPETENCIES

Course Competencies (Learning Outcomes)	How Taught	Assessment Methods/ Measures	Standards of Comparison / Criteria
<i>What will students know and be able to do when they pass this course? Should be specific & measurable.</i>	<i>How will the competency be taught? Readings? Lectures? Lab exercises? Classroom participation?</i>	<i>How will the competency be measured? Who will be assessed, when, and how often?</i>	<i>How well should what percentage of students be able to do on the assessment?</i>
1. Describe the biological theories and changes that occur as adults age. (Knowledge)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.
2. Describe the cognitive theories and changes that occur as adults age. (Knowledge)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.
3. Describe the major types of personality theory approaches and the mixed evidence of personality change as adults age. (Knowledge)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.
4. Describe the differences in presentation and treatment issues for older adults with psychiatric disorders. (Skill)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.
5. Describe the diversity issues of ethnic/ and or cultural, gender, and sexual orientation related to adult development and aging. (Prof, Ethical, Attitude)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.
6. Articulate the legal issues of adult abuse and the requirements of mandatory reporting of older adult/ dependent adult abuse.(Prof, Ethical, Attitude)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.
7. Describe the ways to evaluate and improve long term care in older adults. (Skill)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.

8. Describe and apply the biopsychosocial theory of aging as an integrative approach to study aging. (Skill)	Reading assignments, Lectures, Classroom participation	Homework essay assignments; Multiple Choice Examination	95% of students will successfully complete the homework assignments; 95% of students will meet the criterion of 70% correct answers on the exam.
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WEEK 1 OCTOBER 15:

NOTE: Friday section starts October 15; Tuesday section starts October 19

Lecture 1: Introduction to Adult Development and Aging

Lecture Goals:

Describe the key features of the lifespan perspective: Multiple directionality, plasticity, historical context, and multiple causation.

Describe the biopsychosocial theory of aging.

Describe important characteristics of good aging research potential problems.

Describe the common problems in aging research.

Describe the 3 types of research designs in aging.

Lecture Outcomes:

Explain the key features of the lifespan perspective: Multiple directionality, plasticity, historical context, and multiple causation.

Explain the biopsychosocial theory of aging.

Describe important characteristics of good aging research potential problems.

Describe the common problems in aging research.

Describe the 3 types of research designs in aging.

Required Terminology:

Four key features of the life-span perspective

Multidirectionality

Plasticity

Historical context

Multiple causation

Primary aging

Secondary aging

Tertiary aging

Reliability

Validity

Age effects

Cohort effects

Time-of-measurement effects

Cross-sectional Designs

Longitudinal Designs

Sequential Designs

Required Readings

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

Jackson, J.S., Antonucci, T.C., & Bron, E. (2003). A cultural lens on biopsychosocial models of aging. *Advances in Cell Aging and Gerontology*, 15, 221-241.

Bengtson, V.L., Gans, D., Putney, N.M., & Silverstein, M. Theories about age and aging. In V. L. Bengtson, D. Gans, N. Putney, M. Silverstein (Eds.), *Handbook of Theories of Aging, Second Edition*. New York, New York: Springer Publishing Company.

Lecture 2: Physical Changes, Health and Functioning

Lecture Goals:

Describe the normal age related changes of vision, hearing, heart function, reproductive systems, brain, and immune system.

Describe the Verbrugge and Jette propose a model of disability.

Define activities of daily living (ADLs) and instrumental activities of daily living (IADLs).

Lecture Outcomes:

Describe the normal age related changes of vision, hearing, heart function, reproductive systems, brain, and immune system.

Explain the Verbrugge and Jette propose a model of disability.

Differentiate between activities of daily living (ADLs) and instrumental activities of daily living (IADLs) and be able to provide examples of both.

Required Terminology:

Structural Changes in the Eye

adjust to illumination

The yellowing of eye

Presbyopia

Cataracts

Glaucoma

Hearing loss

Presbycusis

Congestive heart failure

Myocardial infarctions

Atherosclerosis

Cerebrovascular accident (CVA)

Hypertension

Hypotension

Chronic obstructive pulmonary disease

Perimenopause

Aging Female reproductive system

Aging Male Reproductive System

Verbrugge and Jette propose a model of disability

Activities of daily living (ADLs)

Instrumental activities of daily living (IADLs)

Required Readings

Johnson, W., & Krueger, F.R. (2005). Predictors of physical health: Toward an integrated model of genetic and environmental antecedents. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 60, 42-52.

Heckman, G.A., & McKelvie, R.S. (2008). Cardiovascular aging and exercise in healthy older adults. *Clinical Journal of Sport Medicine*. 18(6), 479-85.

Topinková, E. (2008) Aging, disability and frailty. *Annual Nutrition and Metabolism*. 52 Suppl 1,6-11.

Radak ,Z., Kumagai, S., Taylor, A.W., Naito, H., & Goto, S. (2007). Effects of exercise on brain function: role of free radicals. *Applied Physiology Nutrition Metabolism*. 32(5), 942-946.

Homework Assignment: Essays questions: Understanding the theories of aging, and the biological and cognitive changes in aging.

Homework Competency Objectives:

Explain the biopsychosocial theories of aging.

Critically evaluate the potential problems of all aging studies given the different time and sample designs.

Describing the biological changes related to aging.

WEEK 2 OCTOBER 22:

HOMEWORK FOR WEEK 1 IS DUE.

Lecture 3: Cognition: Attention, Processing Speed

Lecture Goals:

Describe the normal age related changes of attention.
Describe the theories of loss of attention performance in aging.
Describe how visual attention plays an important role in driving for older adults.
Describe ways to improve attention in older adults.

Lecture Outcomes:

Describe the normal age related changes of attention.
Explain the theories of loss of attention performance in aging.
Explain how visual attention plays an important role in driving for older adults.
Describe ways to improve attention in older adults.

Required Terminology:

Selective attention	Information loss
Divided attention	Minimizing age differences in reaction time (exercise, practice and experience)
Sustained attention or vigilance	Driving and Highway Safety as Information Processing
The processing resources hypothesis	The useful field of view (UFOV)
What Causes Age-Related Slowing?	
Neural networks	

Required Readings

Kail, R., & Salthouse, T.A. (1994). Processing speed as a mental capacity. *Acta Psychologica* 86:199-225.

Li, S.C., Schmiedek, F., Huxhold, O., Röcke, C., Smith, J., & Lindenberger, U. (2008). Working memory plasticity in old age: practice gain, transfer, and maintenance. *Psychology of Aging*. 23(4):731-42.

Madden, D.J., Whiting, W.L. (2003). Age-related changes in visual attention. *Advances in Cell Aging and Gerontology*, 15, 41-88.

Lecture 4: Cognition: Memory

Lecture Goals:

Describe the normal age related changes of different types of memory.
Describe the models of learning.
Describe how processing resources and demand effect memory performance.
Describe ways to aid older adults in learning or compensating with memory decline.

Lecture Outcomes:

Describe the normal age related changes of different types of memory.
Explain the models of learning.

Explain how processing resources and demand effect memory performance.
Describe ways to aid older adults in learning or compensating with memory decline.

Required Terminology:

Working Memory	Source information
Episodic memory	False memory
Semantic memory	Route learning
Tip of the Tongue effect	Event-based prospective memory
Age Differences in Encoding and Retrieval	Time-based prospective memory
False fame effect	

Required Readings

Van Petten C. (2004). Relationship between hippocampal volume and memory ability in healthy individuals across the lifespan: Review and meta-analysis. *Neuropsychologia*. 42(10), 1394-413.

Pierce, B.H., Simons, J.S., Schacter, D.L. (2003). Aging and the seven sins of memory. *Advances in Cell Aging and Gerontology*, 15, 1-40.

Lecture 5: Cognition: Intelligence

Lecture Goals:

Describe the Baltes et al. dual-component model of intelligence.
Describe the differences between the psychometric approach versus the cognitive structural approach to intelligence.
Describe the reasons why some studies find change versus stability in intelligence across the life span.
Describe Piaget's theory of intelligence as it relates to adulthood.

Lecture Outcomes:

Explain the Baltes et al. dual-component model of intelligence.
Explain the differences between the psychometric approach versus the cognitive structural approach to intelligence and provide examples.
Explain the reasons why some studies find change versus stability in intelligence across the life span.
Explain Piaget's theory of intelligence as it relates to adulthood.

Required Terminology:

Baltes et al. dual-component model	Age differences in Fluid intelligence
Psychometric approach	Age differences in Crystallized intelligence
Cognitive-structural approach	Piaget's Theory of Intelligence
Findings from Seattle Longitudinal Study	

Required Readings

Wahlin, A., MacDonald, S.W., deFrias, C.M., Nilsson, L.G., & Dixon, R.A. (2006). How do health and biological age influence chronological age and sex differences in cognitive aging: moderating, mediating, or both? *Psychology of Aging*. 21(2), 318-32.

Rabbitt, P., Diggle, P., Hollan, F., & McInnes, L. (2004). Practice and Drop-Out Effects During a 17-Year Longitudinal Study of Cognitive Aging. *Journal of Gerontology: Psychological Sciences* (59B), P84-97.

Craik FI, & Bialystok E. (2006). Cognition through the lifespan: mechanisms of change. *Trends Cognitive Science*. 10(3), 131-8.

Homework Assignment: Essays questions: Understanding the cognitive, personality, and psychiatric changes related to aging.

Homework Competency Objectives:

Explain the cognitive theories of aging.

Explain the different personality theory approach to personality and discuss the evidence for both change and stability of personality in adulthood.

Describe the differences or considerations in the presentation and treatment of psychiatric disorders related to aging.

WEEK 3 October 29:

HOMEWORK FOR WEEK 2 IS DUE.

Lecture 6: Personality

Lecture Goals:

Describe the Costa and McCrae's personality model.

Describe the reasons why some studies find change versus stability in personality across the life span.

Describe the developmental theories of personality as it relates to adulthood.

Lecture Outcomes:

Describe the Costa and McCrae's personality model.

Explain the reasons why some studies find change versus stability in personality across the life span.

Describe the developmental theories of personality as it relates to adulthood.

Required Terminology:

Costa and McCrae's personality factors
Stability of personality
Change of personality
Internet-based study by Srivastava et al. (2003)

Berkeley studies
Erikson's Theory of personality
Generativity
Loevinger's Theory of personality
Midlife crisis and correction

Required Readings

Allemand, M., Zimprich, D., & Martin, M. (2008). Long-term correlated change in personality traits in old age. *Psychology of Aging*, 23(3), 545-57.

Trzesniewski, K.H., Robins, R.W., Roberts, B.W., & Caspi, A. (2003). Personality and self-esteem development across the life-span. *Advances in Cell Aging and Gerontology*, 15, 163-185.

Caspi, A., Roberts, B.W., & Shiner, R.L. (2005). Personality development: stability and change. *Annual Review of Psychology*, 56, 453-484.

Peterson BE, Duncan LE. (2007). Midlife women's generativity and authoritarianism: marriage, motherhood, and 10 years of aging. *Psychology of Aging*. 22(3), 411-419.

Lecture 7: Social Cognition and Relationships

Lecture Goals:

Describe how processing resources and demands can affect social cognition with age.
Describe the aging stereotypes.
Describe the changes in different relationships across the adult lifespan.
Describe ethnic and other minority findings related to relationship in the adult lifespan.

Lecture Outcomes:

Explain how processing resources and demands can affect social cognition with age.
Describe the aging stereotypes and provide examples.
Describe the changes in different relationships across the adult lifespan.
Describe ethnic and other minority findings related to relationship in the adult lifespan.

Required Terminology:

Negativity bias	Gay Male and Lesbian Couples
Causal Attributions	Factors influencing marital success
Age-based double standard	Exchange theory
Implicit stereotypes	2 reasons for the increase in divorces
Patronizing talk	Gender differences in adjustment
Stereotype Threat	Gender differences in widowhood
Personal Control	Sandwich generation
Assimilative activities	Filial obligation
Accommodations	

Required Readings

Jackson, N.C., Johnson, M.J., & Roberts, R. (2005). The potential impact of discrimination fears of older gays, lesbians, bisexuals and transgender individuals living in small- to moderate-sized cities on long-term health care. *Journal of Homosexuality*, 54(3), 325-39.

David, S., & Knight, B.G. (2008). Stress and coping among gay men: age and ethnic differences. *Psychology of Aging*. 23(1), 62-69.

Levenson, R.W., Carstensen, L. L., & Gottman, J. M. (1993). Long-term marriage: Age, gender, and satisfaction. *Psychology and Aging*, 8, 301-313.

Gagnon, M.D., Hersen, M., Kabacoff, R.I., & Van Hasselt, V.B. (1999). Interpersonal and psychological correlates of marital dissatisfaction in late life: A review. *Clinical Psychology Review, 19*, 359-378.

Lima, J.C., Allen, S.M., Goldscheider, F., & Intrator, O.(2008). Spousal caregiving in late midlife versus older ages: implications of work and family obligations. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences, 63*, S229 -S238.

Hayslip, B. Jr., & Kaminski, P.L. (2005). Grandparents raising their grandchildren: a review of the literature and suggestions for practice. *Gerontologist.45(2)*, 262-269.

Lecture 8: Mental Health and Optimal Aging

Lecture Goals:

Describe how the presentation of psychiatric disorders may change in older adulthood.
Describe ways to better assessed for psychiatric disorders in older adults.
Describe the major psychological theories of treatment of psychiatric disorders.
Describe the age-related mental health problems of cognitive decline.
Describe the person-environment interaction for optimal aging and provide ways “optimize” aging.

Lecture Outcomes:

Explain how the presentation of psychiatric disorders may change in older adulthood.
Describe ways to better assessed for psychiatric disorders in older adults.
Describe the major psychological theories of treatment of psychiatric disorders.
Describe the age-related mental health problems of cognitive decline.
Explain the person-environment interaction for optimal aging and provide ways “optimize” aging.

Required Terminology:

Depression	Dementia
Risk factors for depression in OAs	Major symptoms of Alzheimer’s disease
Psychosocial theories	Mandatory reporting of AD for driving
Behavioral theories:	Sundowning
Behavioral-cognitive theories	Person-Environment Interaction
Psychosocial theory	The keys to successful aging
Delirium	4 types of prevention of disability

Required Readings

***Handout available on Docutek.**

Chapman, D.P., & Perry, G.S. (2008). Depression as a Major Component of Public Health for Older Adults. *Preventing Chronic Disease, 5*, 1-9.

Qiu, C., De Ronchi, D., & Fratiglioni, L. (2007). The epidemiology of the dementias: an update. *Current Opinions in Psychiatry. 20(4)*, 380-385.

Crowther, M.R., Parker, M.W., Achenbaum, W.A., Larimore, W.L., & Koenig, H.G. (2002). Rowe and Kahn's Model of Successful Aging revisited: Positive Spirituality- The forgotten Factor. *The Gerontologist*, 42, 613-620.

Rowe J.W., & Kahn, R.L., (1997). Successful Aging. *Gerontologist*, 4, 433-440.

Gruenewald, T.L., Karlamangla, A.S., Greendale, G.A., Singer, B.H., & Seeman, T.E. (2007). Feelings of Usefulness to Others, Disability, and Mortality in Older Adults: The MacArthur Study of Successful Aging: The MacArthur Study of Successful Aging. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 62, P28-P37.

Homework Assignment: Essays questions: Understanding elder abuse, long-term care, aging issues related to work and retirement, and death and bereavement.

Homework Competency Objectives:

- Identify and know when and how to properly report elder abuse.
- Describe the aging issues related to well being of older adults in long-term care facilities.
- Identify ways to improve the well being of older adults in long-term care facilities.
- Describe aging issues related to work and retirement.
- Describe aging issues related to dying and bereavement.

WEEK 4 NOVEMBER 5:

HOMEWORK FOR WEEK 3 IS DUE.

Lecture 9: Elder Abuse and Reporting

***Handout available on Docutek.**

Lecture Goals:

- Describe different types of elder abuse.
- Describe the risk factors of elder abuse.
- Describe the required procedures as psychologists if one suspects or has evidence of elder abuse.

Lecture Outcomes:

- Describe different types of elder abuse.
- Explain the risk factors of elder abuse.
- Describe the required procedures as psychologists if one suspects or has evidence of elder abuse.

Required Terminology:

- Types of Elder Abuse
- Risk factors of elder abuse
- Mandating reporting procedures

Required Readings

Naik, A.D., Teal, C.R., Pavlik, V.N., Dyer, C.B., & McCullough, L.B. (2008). Conceptual challenges and practical approaches to screening capacity for self-care and protection in vulnerable older adults. *Journal of American Geriatrics*, 56, S266-S270.

Cooper, C., Selwood, A., & Livingston, G. (2008). The prevalence of elder abuse and neglect: a systematic review. *Age and Aging*, 37(2), 151-60.

Laumann, E.O., Leitsch, S.A., Waite, L.J. (2008). Elder mistreatment in the United States: prevalence estimates from a nationally representative study. *Journal of Gerontology Series B: Psychological Sciences and Social Sciences*, 63(4), S248-S254.

Lecture 10: Work and retirement

Lecture Goals:

Describe differences in gender and ethnicity on occupations choice, pay, and expectations, and discrimination.

Describe historical and current issues of age discrimination.

Describe the potential predictors of retirement and retirement satisfaction.

Describe the potential problems of long-term care facilities and ways to resolve them.

Lecture Outcomes:

Describe differences in gender and ethnicity on occupations choice, pay, and expectations, and discrimination.

Describe historical and current issues of age discrimination.

Explain the potential predictors of retirement and retirement satisfaction.

Explain the potential problems of long-term care facilities and ways to resolve them.

Required Terminology:

Gender Differences in work
occupations

Vocational identity

Occupational expectations of Hispanics

Sticky floor

Sex discrimination

Glass ceiling

Glass elevator

Comparable worth

Reasonable woman standard regarding
sexual harassment

Age discrimination

U. S. Age Discrimination in Employment
Act of 1986

The major predictors of retirement

Gender differences in Adjustment to
Retirement

Types of Long-Term Care Facilities

Patronizing speech

Infantilization

Patient Self-Determination Act (PSDA)

Required Readings

Leggett D.(2007). The aging work force--helping employees navigate midlife. *AAOHN Journal*, 55, 169 -175.

van Solinge, H., & Henkens, K. (2008). Adjustment to and satisfaction with retirement: Two of a kind? *Psychology of Aging*. 23(2):422-434.

Pinquart, M., & Schindler, I. (2007). Changes of life satisfaction in the transition to retirement: a latent-class approach. *Psychology of Aging*. 22(3), 442-455.

Lecture 11: Dying and Bereavement

Lecture Goals:

Describe the cultural, ethnic, and gender differences in attitudes and behaviors related to dying, death and bereavement.

Describe the pros and cons of euthanasia.

Describe the Kübler-Ross's 5 stage theory of dying

Describe the end-of-life issues such as the final scenario

Describe the principles and benefits of hospice and requirements for hospice care.

Describe the difference between bereavement and grief.

Describe the effects of age and/or relationship on grieving.

Lecture Outcomes:

Describe the cultural, ethnic, and gender differences in attitudes and behaviors related to dying, death and bereavement.

Explain the pros and cons of euthanasia.

Describe the Kübler-Ross's 5 stage theory of dying

Describe the end-of-life issues such as the final scenario

Describe the principles and benefits of hospice and requirements for hospice care.

Explain the difference between bereavement and grief.

Explain the effects of age and/or relationship on grieving.

Required Terminology:

Clinical death

Brain death

Persistent vegetative state

Active euthanasia

Passive euthanasia

Do Not Resuscitate (DNR)

The Patient Self-Determination Act

Age differences re: feelings about death

Kübler-Ross's 5 stage theory of dying

Death Anxiety: Terror management theory

End-of-life issues

Final scenario

Hospice

Underlying principles of Hospice

Bereavement: a state or condition caused by loss through death

Grief

Mourning

Expected versus unexpected death

Death of one's spouse: gender and age differences

Required Readings

Kwak, J., & Haley, W.E. (2005). Current research findings on end-of-life decision making among racially or ethnically diverse groups. *Gerontologist*. 45(5), 634-641.

Glass, A.P., & Nahapetyan, L. (2008). Discussions by elders and adult children about end-of-life preparation and preferences. *Preventing Chronic Disease: Public Health Research, Practice, and Policy*. 5, 1-18.

Rousseau P. (2001). Ethical and legal issues in palliative care. *Primary Care*. 28(2), 391-400.

WEEK 5 NOVEMBER 12:

FINAL EXAM