

## Psy 462 Psychology of Adult Development and Aging Syllabus Spring 2025

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**Meeting Times and Location:** Class: Tue & Thurs, 2:00 PM - 3:50 PM, Cramer Hall Room 383.

**Canvass page:** <https://canvas.pdx.edu/courses/101818>

**Course Description:** This course concerns theory and research on development of the individual with a focus on middle and older ages. A wide range of topics relevant to the psychology of aging will be discussed, including memory, social relationships, identity and personality, health, research methods, death and dying, and successful aging. Expected preparation: Stat 243 and Stat 244, Psy 311 and Psy 321 plus one of the following: Psy 459, Psy 460, or Psy 461.

**Required Text:** Whitbourne, S.K., & Whitbourne, S.B (2020). *Adult Development and Aging: Biopsychosocial Perspectives, 7th Edition*. New York: Wiley. ISBN: 978-1-119-60787-8.

**Grades:** Grades are based on three quizzes (300 points, 75%) and two written assignments (100 points, 25%). Letter grades are assigned according to the following percentage categories out of the total of 400 points:  $\geq 90 = A$ ,  $85-89.9 = B+$ ,  $80-84.9 = B$ ,  $75-79.9 = C+$ ,  $70-74.9 = C$ ,  $65-69.9 = D+$ ,  $60-64.9 = D$ ,  $< 60 = F$ . Incompletes will only be given in extenuating circumstances.

**Quizzes** (100 points each): There will be three noncumulative quizzes (dates on the schedule below), each covering the material in readings and lectures in the section preceding the quiz date. Quizzes will be taken online through Canvass and will be available for several days for one two-hour continuous attempt. They are open book and open note. Make-up quizzes and extensions are only given when there is a family emergency (e.g., death in the family), you have a serious health issue (e.g., hospitalization, pneumonia, Covid), or the birth of your child or there is a DRC accommodation. Each quiz will consist of 25 multiple choice questions (2 points each) and 10 short answers (5 points each). Short answers concern definitions, concepts, examples, or comparisons require no more than two or three sentences for an adequate response. Short answers will be assigned 0-5 points according to the following scale: 5 = outstanding, 4 = all correct/adequate, 3 = something incorrect, 2 = below average, 1 = something correct, 0 = no answer/nothing correct. I do not give out any written study guides. Each quiz covers the readings and lecture through the last class before the quiz. I will briefly discuss which topics will be covered during the class prior to the quiz.

**Written Assignments** (50 points each): There will be two short papers, about 5 pages each (due dates on schedule below). The first paper is a critique of a popular media article and the second paper is a summary of an academic journal article. Please see the separate instruction handout for written assignments. Please turn in a hard copy of your paper the day it is due (in rare instances, electronic copies will be accepted with prior permission only with instructor approval). Late papers will only be accepted without penalty if there is an extenuating circumstance, such as a family emergency (e.g., death in the family), you have a serious health issue (e.g., hospitalization, you break a bone that day), or the birth of your child. Otherwise 5 points (10%) will be deducted from the grade for the paper for each day it is late.

**Attendance:** I do not take attendance or explicitly include attendance or participation in your grade, but a substantial portion of each quiz will concern lecture (films, guest lectures) material. Missing even a single class will inevitably impact your grade.

**Academic Conduct:** Students are expected to abide by the Portland State University code of conduct in terms academic integrity and behavior (<https://www.pdx.edu/dos/psu-student-code-conduct>). Infractions of academic integrity include cheating on quizzes, buying or selling course assignments or quizzes, and

plagiarism (using another writer's words without quoting and attribution). Note that, for this class, use of AI such as ChatGPT or other large language models is likely to lead to plagiarism, because these resources borrow directly from other work and have been known to invent cited sources.

**Diversity, Equity, and Inclusion:** Portland State University's Department of Psychology is fully committed to diversity, equity, and inclusion. Our department fosters a vibrant intellectual environment in which human diversity is recognized and valued in all its forms. We support learning, research, and outreach activities that promote the values of diversity, equity, and inclusion. My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If there are any incidents or conditions that you feel do not conform to these goals, please discuss them with me.

**Sexual Harassment, Sexual Violence, and Discrimination:** As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

**Disabilities:** I am happy to make any necessary arrangements with students who have a disability and are in need of academic accommodations. If you have not done so already, please contact the Disability Resource Center, 116 Smith Memorial Student Union, <http://www.pdx.edu/drc/>, Email: [drc@pdx.edu](mailto:drc@pdx.edu), for assistance and any testing arrangements. Even though I receive letters from the DRC, I would appreciate it if you would check with me as soon as possible to discuss any needed accommodations and to make sure that I have received a faculty notification letter. If any aspects of instruction or course design result in barriers to your inclusion or learning, please let me know.

## Schedule

### Week 1

4/1 First class meeting  
4/3 Chapter 1: Themes and Issues in Adult Development and Aging

### Week 2

4/8 Chapter 2: Models of Development: Nature and Nurture in Adulthood  
4/10 Chapter 3: The Study of Adult Development and Aging: Research Methods

### Week 3

4/15 Chapter 4: Physical Changes  
4/17 Chapter 4: Physical Changes;

### Week 4

4/22 No class; **Quiz 1 available 4/18-4/22**  
4/24 Chapter 5: Health and Prevention

### Week 5

4/29 Chapter 5: Health and Prevention  
5/1 Chapter 6: Basic Cognitive Functions: Information Processing, Attention, and Memory; **popular media article critique due**

### Week 6

5/6 Chapter 7: Higher-Order Cognitive Functioning  
5/8 Chapter 8: Personality

### Week 7

5/13 no class; **Quiz 2 available 5/9-5/13**  
5/15 Chapter 9: Relationships

### Week 8

5/20 Chapter 9: Relationships  
5/22 Chapter 10: Work, Retirement, and Leisure Patterns

### Week 9

5/27 Chapter 11: Mental Health Issues and Treatment  
5/29 Chapter 12: Long-Term Care

### Week 10

6/3 Chapter 13: Death and Dying  
6/5 Chapter 14: Successful Aging; **journal article summary due**

### Finals Week

6/10 **Quiz 3 available 6/6-6/10**