

Vanguard University  
School for Professional Studies  
Degree Program

“ADULTHOOD AND AGING”  
**PSYD 372**

Student Guide

## CATALOGUE DESCRIPTION

Examines the physical, cognitive, social, emotional and spiritual development from infancy through adolescence, utilizing current research and developmental theories. Variations in family life across cultures, parenting styles and the role of peer groups are also examined

## COURSE DESCRIPTION

Adulthood and Aging examines the physical, cognitive, social and emotional adjustments of adult life through the retirement years, and including death and dying. Development in adulthood will be viewed from multiple perspectives, which include cognitive, behavioral, biological, social-cultural, and spiritual. This course integrates research and writings about the major trends and developments in the field of gerontology. The approach is interdisciplinary and includes information from the fields of sociology, psychology, the biological sciences, medicine, and psychiatry. Aspects of adulthood and aging will be viewed from both a contemporary American society perspective and from a cross-cultural and ethnic perspective.

## TEXTS AND MATERIALS

Hooyman, N., & Kiyak, H. A. (2011.) *Social gerontology: A multidisciplinary perspective*, (9<sup>th</sup> ed.). New York: Pearson ISBN: 0-205-76313-8.

R. Davis (1989). *My journey into Alzheimer's disease: Helpful insights for family and friends*. Wheaton, IL: Tyndale House Publishers, Inc. ISBN 0-8423-4645-7.

*Robert Davis, a pastor, wrote part of this (while he was able). His wife writes some chapters. This personal account of the experience of having Alzheimer's includes the role of spirituality as a buffer.*

Delany, A. E., Delany S. L., & Hearth, A. H. (1993). *The Delany sisters' book of everyday wisdom*. New York: Kodansha International.

## INTERNET SITES RELATED TO AGING

<http://www.cns.gov>

Provides information about volunteer programs

<http://www.alzheimers.org>

National Institute on Aging provides information about AD

<http://www.alzforum.org>

News and current research on Alzheimer's Disease.

<http://aarp.org>

Formerly: American Association of Retired Persons

<http://www.asha.org>

American Speech-Language Hearing Association  
Hearing loss and communication problems in adulthood.

<http://betterhearing.org>

Better Hearing Institute

<http://www.arthritis.org>

Arthritis publications are available.

<http://www.elderhostel.org>

ELDERHOSTEL provides educational opportunities

<http://www.grandparenting.org>

Foundation for Grand parenting offers assistance on grandparent's visitation rights.

<http://www.gu.org>

Generations United fosters intergenerational activities.

<http://nahc.org/HAA>

HOSPICE serves terminally ill patients and their families.

<http://www.ninds.nih.gov>

National Institute of Neurological Disorders and Stroke gives information on disorders such as dementia, stroke, brain tumors, and Parkinson's disease.

<http://www.healthandage.com>

Readings from the Novaris Foundation for Gerontology

<http://www.nof.org>

National Osteoporosis Foundation provides information on osteoporosis, prevention, diagnosis, and treatment.

<http://www.demko.com>

Age Venture

<http://www.nia.nih.gov/>

National Institute on Aging website. Provides information on current research and available publications from the federal government

**STUDENT LEARNING OUTCOMES**

**At the end of the course the student should meet the following learning objectives and be able to discuss how each objective has been met.**

**1. *MIDLIFE CHANGES: Transition or Crisis***

Understand changes that occur during midlife and understand the controversy and nature of midlife crisis vs. midlife transition.

**2. *BIOLOGICAL THEORIES OF AGING***

Understand the major biological theories of aging (explanation of physical aging.)

**3. *SOCIOLOGICAL THEORIES OF AGING***

Understand the major sociological theories of successful aging.

**4. *CHANGES EXPECTED THROUGHOUT ADULTHOOD***

Understand changes across adulthood in areas of biology, cognition, personality, sexuality, spirituality, and family structure.

**5. *CROSS SECTIONAL VS. LONGITUDINAL RESEARCH***

Understand the difference in research that measures age differences (cross-sectional) and the research that measures age changes (longitudinal.)

**6. *MENOPAUSE AND VIROPAUSE***

Understand the changes that take place during menopause and viropause.

**7. *GERONTOLOGICAL VOCABULARY***

Be familiar with terms that are common to the field of adult development and gerontology. What words did you learn that you did not know before you took this course?

**8. *HEALTH AND DISEASES OF ADULTHOOD***

Understand predictors of health and common diseases of adulthood.

**9. *CAUSES AND DIAGNOSIS OF ALZHEIMERS DISEASE***

Understand the most current hypotheses and theories regarding the etiology and diagnosis of Alzheimer's disease.

**10. *MANAGING ALZHEIMERS DISEASE***

Understand strategies for managing Alzheimer's disease.

**11. STEREOTYPES AND AGEISM**

Understand the distinctions between the myths and the realities of aging – with an emphasis on stereotypes about aging that lead to age-related discrimination (ageism.)

**12. PREDICTORS OF WELL-BEING AND LONGEVITY**

Understand the predictors of both well being and longevity.

**13. PLANNING FOR RETIREMENT**

Understand age transitions such as retirement, and the psychosocial and financial planning that is needed.

**14. WOMEN AND AGING**

Understand unique issues that women face as they age.

**15. DEATH AND DYING**

Understand major issues related to death and dying.

**16. PERSONAL PLAN FOR SUCCESSFUL AGING**

Develop a strategy and long range plan for your own personal successful aging – with inclusion of personal preference for theories and research as a rationale for choices.

**17. CREATIVE ORAL PRESENTATION**

Orally communicate creatively with visual aids.

**18. BELIEFS ABOUT AGING THAT HAVE CHANGED**

Identify beliefs about aging that have changed as a result of this course.

**19. COURSE AND PROFESSOR EVALUATION**

Evaluate the course and the professor.

**20. SELF-ASSESSMENT OF LEARNING OUTCOMES**

Assess self regarding the accomplishment of the course goals. Progress toward outcomes will be discussed on week 5.

## ***STUDENT EVALUATION***

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used to determine the student's grade.

<b><u>ASSESSMENTS</u></b>	<b><u>Points</u></b>	<b><u>Due</u></b>
Assessment #1	50	Week 1
Assessment #2	50	Week 2
Assessment #3	50	Week 3
Assessment #4	50	Week 4

Each Assessment consists of two essays (25 pts each)

<b><u>QUIZZES</u></b>	<b><u>Points</u></b>	<b><u>Due</u></b>
Quiz #1	25	Week 1
Quiz #2	25	Week 2
Quiz #3	25	Week 3
Quiz #4	25	Week 4

(Quizzes are short answer/essay type assessments that cover that week's text reading.)

### **BOOK REPORT**

<i>My Journey: Alzheimer's disease</i>	75	Week 2
<i>Having Our Say: The Delany Sisters' Book of Everyday Wisdom</i>	75	Week 4

### **PAPER**

Successful Aging Journal	200	Week 4
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### **ORAL PRESENTATION**

Successful Aging Model Selections from Journal	50	Week 5
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<b><u>CLASS ATTENDANCE AND PARTICIPATION</u></b>	200	Weeks 1-5
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<b>Total Points</b>	<b>900</b>	
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## Grading Criteria

### Weekly essays:

Students will submit written responses to two essay questions on weeks 1, 2, 3, and 4. (Note: Students will submit two written essays on the first night of class.) Students should review all of the essay questions for the week and be prepared to discuss them in class. Students will submit written responses to two of the questions. Note that on weeks 1 and 2, there is a required essay to which all students must respond.

Essay responses are to be 1-2 pages in length and must be typed. Responses will be graded on completeness of response and quality of writing.

### Book reports:

Students will read two supplemental texts: *My Journey Into Alzheimer's Disease* and *The Delany Sisters' Book of Everyday Wisdom*.

Students will prepare a written book report for each of these two books. Book reports must be typed and should be two pages in length. Book reports should include key concepts that impressed the student and/or provided areas of new learning. Book report should also include students, reaction to the author's experiences in life and in aging. Describe any changes in thinking or attitude you experienced while reading the book.

### Quizzes:

Students will be required to complete quizzes at the beginning of class during week's 1-4. There will be no make-ups on these quizzes. Each quiz will cover that night's readings from the text and will be worth 25 points. The quiz will be short answer/essay format (one question).

In addition to reading the text, students are encouraged to utilize the publisher's web site in preparing for quizzes. While this link is for an earlier edition of the text, the chapter quizzes are a helpful resource:

[http://wps.ablongman.com/ab\\_aging\\_gerontology\\_1/26/6771/1733393.cw/index.html](http://wps.ablongman.com/ab_aging_gerontology_1/26/6771/1733393.cw/index.html)

### STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%		A	Exceptional	4.00
90-92.9%		A-		3.67
87-89.9%		B+		3.33
83-86.9%		B	Above Average	3.00
80-82.9%		B-		2.67
77-79.9%		C+		2.33
73-76.9%		C	Average	2.00
70-72.9%		C-		1.67
67-69.9%		D+		1.33
63-66.9%		D	Below Average	1.00
60-62.9%		D-		0.67
00-59.9%		F	Failure	0.00

**GRADING CRITERIA FOR PERSONAL JOURNAL**

<b>Creativity</b>	<b>25</b>
<b>Organization</b>	
<p><b>Includes Written Model for Successful Aging</b>  <b>Identify your personal strategies for successful aging in 2-3 pages. These should reflect your understanding and integration of ALL course learning. (Media, Lecture, Text, Internet, etc.) It should also include what you learned in interviewing two older adults regarding their successful strategies.</b></p>	
	<b>100</b>
<p><b>Journal Content should include materials you gather dealing with a minimum of 6 of the following topics.</b>  <b>Include your own personal comments and reflections on each of the areas. This may be done by use of post-it notes or similar additions.</b></p>	
	<b>50</b>
<p><b>Caregiving</b>  <b>Healthy Living</b>  <b>Medication</b>  <b>Nutrition</b>  <b>Exercise</b>  <b>Driving and Mobility</b>  <b>Retirement</b>  <b>Family and Friends</b>  <b>Living Arrangements</b>  <b>Grieving and Loss</b>  <b>Spiritual Formation</b></p>	
<p><b>MOTIVATION</b>  <b>Personal Family Role Models</b>  <b>Pets and Mental Health</b>  <b>Photographs</b>  <b>Other</b></p>	
<b>Format</b>	<b>25</b>
<p style="padding-left: 40px;"><b>Written Presentation (comments)</b>  <b>Grammar, Spelling, Punctuation</b>  <b>Neatness</b>  <b>Usefulness</b></p>	
<b>Total Points 200</b>	



**STUDENT ASSIGNMENTS****WEEK 1****Read**

1. TEXT: Hooyman, Social Gerontology
  - ❖ CH1 *The growth of social gerontology.*
  - ❖ CH 2 *Aging in Other Countries and across Cultures in the U.S..*
  - ❖ CH 3 *The social consequences of physical aging*
  - ❖ CH 4 *Managing Chronic diseases & promoting well-being*
  
2. OTHER SUGGESTED READING:

Angel, Ronald and Jacqueline Angel. (2005). Diversity and aging. Chapter 6 in in *Handbook of Aging and the Social Sciences (6<sup>th</sup> ed)*, edited by R. Binstock and L. George. San Diego, CA: Academic Press.

Barrett, A.E. (2003). Socioeconomic status and age identity: The role of dimensions of health in the subjective construction of age *Journals of Gerontology* 58B, S101-S109.

Bengtson, Vern. (1997). Theory, explanation, and a third generation of theoretical developments in social gerontology. *Journals of Gerontology* 52B: S72-88.

**Turn in****3. ASSESSMENT #1**

Please answer **Essay # 5** and then choose one more from the following essays to turn in. These essays should be typed (1-2) pages double-spaced. They do not need to be in APA style. The student should be able to orally discuss all of the essays. **EVERYONE SHOULD BE ABLE TO DISCUSS THE DEFINITIONS FOR THE TERMS LISTED – BUT THEY DO NOT NEED TO BE TURNED IN.**

**Essay 1** In your opinion, what is middle age? According to your student guide articles when does it begin and what life issues must an individual face during this time period? Is mid-life crisis a typical middle age event?

**Essay 2** In your opinion, what is old age? According to your text, when does it begin? What life issues must an individual face in old age? How does your opinion reflect the different types of aging discussed in the text (i.e.: biological, chronological, sociocultural, and psychological age.)

**Essay 3** What are some of the common stereotypical expectations that most people hold in relation to aging and older adults? Which do you think are TRUE? Discuss the strengths and weaknesses of existing measures of stereotypes toward aging and older adults.

**Essay 4** Discuss the advantages and disadvantages of cross-sectional and longitudinal research in aging.

### **EVERYONE DOES THIS ONE**

**Essay 5** What will you be like (health, energy, level of contentment, etc) on your 90<sup>th</sup> birthday? What will you look like, how will you feel, who will you be with? What health concerns will you be facing personally?

**Essay 6** What factors impact the social status and power of older adults within their culture?

**Essay 7** Discuss the AUTOIMMUNE, CELULAR AGING, CROSS LINKAGE AND FREE RADICAL THEORIES OF AGING. Which theory do you think has the greatest merit?

**Essay 8** Discuss biological body changes that occur with age that may mediate the influence of an older adults' reactions to substances such as alcohol and medications.

**Essay 9** Discuss sensory functioning changes with age? What visual and auditory changes are normative age-related changes and what changes are pathological? What are some communication techniques that professionals working with older adults who have hearing and vision impairments might use?

**Essay 10** Discuss the societal, cultural, and historical influences that have and will affect your cohort compared to that of your parents and that of the next generation.

**Essay 11** Choose an Internet site that relates to some issue in aging that interests you. You may choose from one listed under "Internet Sites Related to Aging" or search for one of your choice. Include a copy of the material on the Internet along with your reaction to it. Your reaction may include an assessment of how useful you think it might be as well as your opinion of the material included.

### **Terms to define**

- ❖ Middle Age
- ❖ Cohort
- ❖ Double Standard of Aging
- ❖ Gerontology vs. Geriatrics
- ❖ Senescence (primary aging)
- ❖ Life span vs. Life expectancy
- ❖ Validity vs. Reliability
- ❖ Menopause

- ❖ Viropause
- ❖ Osteoporosis
- ❖ Presbyopia
- ❖ Presbycusis
- ❖ Acuity
- ❖ Sleep Apnea
- ❖ Tinnitus
- ❖ Glaucoma
- ❖ Sarcopenia
- ❖ Synovial fluid
- ❖ Contractures
- ❖ Kyphosis
- ❖ Spontaneous Transient Awakenings

#### 4. **BEGIN AGING JOURNAL**

Start a personal journal/scrapbook/notebook and bring to class for feedback. In this journal include articles that you find of interest (from the newspaper, magazines, Internet, etc., your reaction to lectures or assignments, and description of examples in daily life that you see that reflect ageism (age-related discrimination.) What jokes, cartoons and e-mail examples have you seen that paint a negative picture of aging? What scriptural references do you know of that comment on adult development and well-being?

The journal/notebook should be organized categorically and should be individualized. Be creative. Make this your personal “scrapbook” on successful aging. Parts of the notebook should reflect the factors in your model on successful aging.

**Be sure to make comments about the things that you put into your journal.** Write a short personal reaction about the articles that you might include from the Internet or from other sources. What does it mean to plan for successful aging?

**Over the course of the class interview at least two older adults that you know and ask them about their successful strategies for aging – what advice do they have for you? Put this into your journals as well.**

Have fun with this assignment.

**You should choose portions of your journal to share during your oral presentation during our last session.**

You may even want to collect interesting references on aging to share with others in the class.

**The Aging Journal will be discussed in detail during week 1, but you should bring your beginning efforts to class on week one. You will bring your developing journal to class each week, and your progress with the journal will be shared with the professor and the members of your cohort. Weekly progress on your journal will be part of your points for participation each week.**

**STUDENT ASSIGNMENTS****WEEK 2****Read**

1. TEXT: Hooyman, Social Gerontology,
  - ❖ CH 5 *Cognitive changes with aging*
  - ❖ CH 6 *Personality and mental health*
  - ❖ CH 7 *Love, intimacy, and sexuality in old age.*
  - ❖ CH 8 *Social theories of aging*

2. OTHER SUGGESTED READING:

Charness, N., Kelley, C. L., Bosman, E. A., & Mottram, M. (2001). Word processing training and retraining: Effects of adult age, experience, and interface. *Psychology and Aging, 16*, 110-127.

Boulton-Lewis, G. M., Buys, L., Lovie-Kitchen, J. (2006). Learning and active aging. *Educational Gerontology, 271-282*.

Beier, M., & Ackerman, P. L. (2005). Age, ability, and the role of prior knowledge on the acquisition of new domain knowledge: Promising results in a real-world learning environment. *Psychology and Aging, 20*, 341-355.

Kemper, S., Greiner, L. H., Marquis, J. G., Prenovost, K., & Mitzner, T. L. (2001). Language declines across the life span: Findings from the nun study. *Psychology and Aging, 16*, 227-239.

Morrow, D. G., Menard, W. E., Ridolfo, H. E., Stine-Morrow, E. A. L., Teller, T., Bryant, D. (2003). Expertise, cognitive ability, and age effects on pilot communication, *The International Journal of Aviation Psychology, 13*, 345-371.

Horton, W. S., & Spieler, D. H. (2007). Age-related differences in communication and audience design. *Psychology and Aging, 22*, 281-290.

**Turn In**

3. ASSESSMENT #2

Please answer Essay # 11 and then choose one more from the following essays to turn in. These essays should be typed (1-2) pages double-spaced. The student should be able to orally discuss all of the essays. EVERYONE SHOULD BE ABLE TO DISCUSS THE DEFINITIONS FOR THE TERMS LISTED – BUT THEY DO NOT NEED TO BE TURNED.

**Essay 1** Discuss influences on crystallized and fluid intelligence with age? How might methodological problems exaggerate age-related declines in intelligence?

**Essay 2**                      What influences scores on intelligence tests?

**Essay 3**                      How can the learning environment be modified to improve learning and retention in the older adult? What factors may disrupt new learning? How does anxiety factor into new learning and memory?

**Essay 4**                      Discuss experiences in later life that might affect the older adult's self-concept and self-esteem.

**Essay 5**                      What predicts successful aging? How would you counsel a baby boomer to prepare for old age (those in the cohort born between 1946 and 1964)?

**Essay 6**                      Discuss the etiology and diagnosis for Alzheimer's Disease. Distinguish between depression and symptoms of AD.

**Essay 7**                      Discuss interventions for managing AD.

**Essay 8**                      Discuss theories of personality as they relate to aging. Which theory do you favor? What factors of personality changes with age? What personality factors do not change with age?

**Essay 9**                      What are the major factors that affect sexual activity in older adults? Do attitudes, beliefs, and stereotypes about sex and love at all influence these factors in older adulthood?

**Essay 10**                      Discuss the major social theories of aging. Which do you prefer and why? How will it help you approach your own aging?

**EVERYONE DOES THIS ONE:**

**Essay 11**                      Choose an Internet site that relates to some issue in aging that interests you. You may choose from one listed under "Internet Sites Related to Aging" or one of your choice. Include a copy of a portion of the website along with your reaction to it. Your reaction may include an assessment of how useful you think it might be as well as your opinion of the material included.

**Terms to define**

- ❖ Terminal Drop
- ❖ ADL
- ❖ Dysphoria
- ❖ Unipolar depression
- ❖ Bipolar depression
- ❖ Estrogen Replacement, HRT (in AD)
- ❖ Climacteric

- ❖ Widower's and Widow's Syndrome
- ❖ Wisdom
- ❖ Reminiscence Therapy

#### 4. AGING JOURNAL

Continue to work on and add to your journal.

Bring journal and ideas with you to class for feedback.

**Progress on your aging journal will be considered in determining your points for participation each week**

#### 5. Book Report Due

**STUDENT ASSIGNMENTS****WEEK 3****Read****1 TEXT: Hooyman, Social Gerontology**

CH 9 *The importance of social supports: family, friends, and neighbors.*

CH 10 *Opportunities and stresses of Informal caregiving.*

CH 11 *Living arrangements and social interactions.*

CH 12 *Productive aging: Paid and nonpaid roles and activities.*

**Turn in****2 ASSESSMENT #3**

Choose two essays from the following list of essays to turn in. These essays should be typed (1-2) pages double-spaced. The student should be able to orally discuss all of the essays. **EVERYONE SHOULD BE ABLE TO DISCUSS THE DEFINITIONS FOR THE TERMS LISTED – BUT THEY DO NOT NEED TO BE TURNED.**

**Essay 1**

What explains the persistence of myths about the aging family? What can you do to make sure that you will have a support system in older adulthood? How will you foster intergenerational contact in your own family?

**Essay 2**

Discuss the ways in which social class, gender, and ethnicity affect family roles and intergenerational relationships.

**Essay 3**

What options are available to older person who want to stay in a large mortgage-free home – a lifetime residence for which he/she can no longer maintain independently?

**Essay 4**

What are the advantages and disadvantages of living in an age-segregated retirement community?

**Essay 5**

Discuss the crime rates against older adults? Do these differ as a function of ethnicity and SES?

**Essay 6**

Discuss the concept of productive aging? Do you favor early retirement? Why or why not? How can older adults continue to play meaningful roles in society?

**Essay 7**

What are some of the problems associated with adjustment to retirement? Why might older adults have difficulty finding part time work? How can older adults prepare for retirement ahead of time?

**Essay 8**                    What is the role of religious faith in the lives of older adults? What is spiritual well being? How can churches meet older adult's religious and spiritual needs? What are the barriers that may prevent them from doing this?

**Terms to define**

- Elder Abuse
- Empty Nest
- Gatekeepers
- Women in the middle
- Multigenerational Family
- SRO Hotels
- Person-Environment perspective
- Elder Hostel
- OWL
- Hospice

3            Aging Journal

Bring your journal to class for sharing and feedback.

**STUDENT ASSIGNMENTS****WEEK 4****Read**

- 1           TEXT Hooyman, **Social Gerontology**
- CH 13 *Death, dying, bereavement, & widowhood*
  - CH 14 *The resiliency of elders of color*
  - CH 15 *The resiliency of older women*
  - CH 16 *Social policies to address social problems.*
  - CH 17 *Health and long-term care*

**Turn in**

- 2           ASSESSMENT #4
- Choose two from the following list of essays to turn in. These essays should be typed (1-2) pages double-spaced. The student should be able to orally discuss all of the essays. **EVERYONE SHOULD BE ABLE TO DISCUSS THE DEFINITIONS FOR THE TERMS LISTED – BUT THEY DO NOT NEED TO BE TURNED.**

## AGING JOURNAL

**Essay 1**                   How can people prepare for a good death? What is your own position on passive and active euthanasia? What would you include if you were writing a Living Will?

**Essay 2**           **Construct and discuss a model of appropriate grief work for older adults.**

**Essay 3**           If you were to design a multicultural older adult retirement community, what programs would you want to include? How do ethnic minority older adults differ from the majority older population?

**Essay 4**           Compare the status of men and women in older adulthood? What are the major problems that older women face in our culture today?

**Essay 5**           Why do women live longer than men (even though they appear to be less healthy?)

**Essay 6**           What do you think are some of the limitations of the current Social Security system? Do you think that we should privatize Social Security? Why or why not?

**Essay 7** What do you think is the appropriate division of responsibility between public and private sectors in addressing problems facing older adults?

**Essay 8** What kind of changes would you recommend for Medicaid? Is there a crisis in health care for older adults? What do you think are the primary causes for increasing healthcare costs?

**Essay 9** What do you think old age will be like for the baby boomers? Will technological advances empower them to live more independently longer? What new medical technology will be an issue for treating terminally ill older patients?

**Essay 10** Choose an Internet site that relates to some issue in aging that interests you. You may choose from one listed under “Internet Sites Related to Aging” or one of your choice. Include a copy of a portion of the website along with your reaction to it. Your reaction may include an assessment of how useful you think it might be as well as your opinion of the material included.

**Terms to define**

- Double Jeopardy Hypothesis
- Entitlement Programs
- Generation X
- Respite Care
- Social Insurance
- Compassionate Stereotype
- Medicaid and Medicare
- Long-term care insurance
- Multigenerational families
- Reconstituted families

**3. AGING JOURNAL Due**

**4. Book Report Due**

## STUDENT ASSIGNMENTS

<b>WEEK 5</b>
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1            ORAL PRESENTATIONS  
                 Model of Personal Successful Aging

2            Be prepared to discuss the MYTHS vs. the REALITY of AGING. In what ways have you changed your mind about aging as a result of taking this class.

Returned
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3            Successful Aging Journal will be returned to students.

4            **Student Learning Outcome**

Review the learning outcomes for the course. Be prepared to discuss in class your progress towards meeting each of the goals.

Thanks everyone!

**LOGISTICS CHART**

<b>Hr</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
1	Intro of Professor  Review Student Guide, Course Objectives & Goals  Student Intro & Questions about Aging	Opening and Sharing  Cognitive Changes	Opening and Sharing  Social Supports  Grand-parenting	Opening and Sharing  Older Ethnic Minorities	Opening and Sharing  Presentations of Successful Aging Models
2	Discuss Middle Age  Option: VIDEO <b>Living Longer, Living Better?</b>  Discuss mid-Life Crisis vs. Mid-life Transition  Break	Alzheimer’s Disease  Option: VIDEO <b>Aging in America, the years ahead.</b>  Discuss Alzheimer’s Book  Break	The Church  Option: VIDEO <b>America Hits the Road.</b>  Living Arrangements  Break	Death, Dying, Widowhood  Option: VIDEO <b>Tuesdays with Morrie (may need to watch second half in week 5)</b> Discuss Elders of Color Discuss Challenges Facing Older Women  Break	Student Presentations  Break
	Discuss	Discuss	Productivity	Discuss	Student



Supplemental Notes

WEEK 1

### Middle Age

**What is middle age?**

**What are the images or stereotypes that we have about people who are middle aged?**

**What are our developmental goals during mid-life?**

## Mid-life Crisis vs. mid-life Transition

**What can ease transition so that it is just that and not crisis?**

**Do you think that we might define this developmental period as being more like a time of TRANSITION BUT NO CRISIS?**

**When does old age begin?**

**Senescence**

**Life Expectancy**

**Life Span**

**Cohort**

## CENTENARIANS

<b>1996</b>	<b>25,000</b>
<b>2050</b>	<b>One Million</b>
<b>2080</b>	<b>Two Million</b>

**Source: U. S. Public Health**

### **What do centenarians have in common?**

<b>Gender</b>	<b>70% Women</b>
<b>Widowhood</b>	<b>80%</b>
<b>White</b>	<b>79%</b>
<b>American</b>	<b>82%</b>

**Source: U. S. Bureau of Statistics**

### **OTHER TRAITS THAT CENTENARIANS SHARE INCLUDE:**

**What did you think of the scale to measure whether you might join the CENTURY CLUB?**

**What problems do you see with the scale? Is it valid? Is it reliable? When was it published? Is this important?**

**What problems do you see with predicting longevity?**

**Why do you think that many people do not want to live to be 100? How about you?**

**ARE YOU HOPING TO JOIN THE CENTURY CLUB?**

What do you think of the following as a valid predictor of longevity? Do you think these predictors of longevity are still valid today?

Can you live to be 100?

Perhaps. Scientists say there are certain measures to determine longevity.

Dr. Diana Woodruff, a Temple University psychologist, administered this life expectancy quiz in the 1970's to participants at the Governor's Bicentennial Conference on Aging. Follow these instructions and see how long you might expect to live.

First, write down your life expectancy from the table, round it off and add your present age to that number. This is your total life expectancy.

Second, use this number to start your running score as you answer these 20 questions\*:

1. Have two of your grandparents lived to age 80 or beyond? If so, add two years. Four grandparents, add four years.
2. Has any parent, grandparent, sister or brother died of a heart attack or stroke before age 50? If so, subtract four years. If anyone died of these diseases before age 60, subtract two years.
3. Have there been any cases of diabetes, thyroid disorders, and breast cancer, cancer of the digestive system, asthma, emphysema or chronic bronchitis among parents or grandparents? Subtract three years for each incident.
4. Are you overweight? For each 10 pounds you're overweight, subtract one year.
5. How much do you smoke? If it's two or more packs of cigarettes a day, subtract eight years. If it's one to two packs a day, subtract four to seven years, and if it's less than a pack a day, subtract two years.
6. Are you a light to moderate drinker (no more than two drinks a day)? If so, add three years. If you're a heavy drinker (more than three drinks a day), subtract eight years. Teetotalers should subtract one year.
7. How much do you exercise? If it's moderately (jogging, bike riding, taking long walks, or swimming two to three times weekly), add three years.
8. How much sleep do you get? If it's nine hours, subtract four years and if it's more than 10 hours subtract six hours.
9. If you are a woman over 30, do you give yourself monthly breast self-examination and have an annual breast examination and Pap smear? If so, add two years.

10. If you're a man over 40, do you have an annual medical examination and a proctoscopic examination every two years? If so, add two years.
11. How much education have you had? If it is less than a high school education, subtract two years. Add one year if you have had four years of education beyond high school; add three years if you have had five or more years' education beyond high school.
12. What kind of occupation do you have? If you're a professional, add two years. However, musicians, architects and pharmacists should subtract one year. If you're a stevedore, miner or heavy laborer, subtract two years. If you're a cook or baker, subtract two years.
13. What is your family's annual income? If it's over \$40,000 per year, subtract two years.
14. Is your job an active one or is it sedentary? If it's active -- housework, construction work, etc. -- add three years. If it's sedentary -- secretarial or other desk-bound work -- subtract three years.
15. Are you over 60 and still working? If so, add two years.
16. Do you live in an urban or rural environment? If your answer is urban, subtract one year. If it is rural, add one year.
17. Are you married or single? If you're married (or living steadily with someone), add three years. If you're single, subtract one year for each unmarried 10-year period past age 25.
18. Are you a reasoned, pragmatic person? If so, add one to three years. If you're aggressive, intense and competitive subtract one to five years.
19. Do you use your car's seat belts regularly, and follow all recommended speed limits? If so, add one year since you're probably not a risk-taker and are probably more concerned about safety generally.
20. Are you basically happy and content with life? If so, add one to two years. If you're unhappy, worried, tense and guilty, subtract one to three years.

Can you live to be 100?  
Diana S. Woodruff, Ph.D.  
Temple University  
Philadelphia, Pennsylvania

<b>WEEK</b>	<b>2</b>
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**Open sharing (prayer requests)****Cognitive Changes with Aging**

There are a lot of negative expectations about the cognitive changes

*The challenge is to look at sound objective research in an attempt to separate myth from reality. This is important because popular misconceptions can lead to self-fulfilling prophecy.*

**Tests of Intelligence**

These tests may not cover the full spectrum of intelligence.

According to Howard Garner we have **Eight Intelligences** which include:

*Musical**Linguistic**Logical-Mathematical**Spatial**Bodily-Kinesthetic**Intrapersonal**Interpersonal**Naturalist***Cognitive Changes with Aging**

**What may  
negatively impact  
cognitive function  
in the laboratory?**

**What actually changes with age?**

**Classic Aging Pattern**

**Attention**

**Speed of Processing**

**Memory**

**Direct Vs Indirect Memory  
Implicit vs. Explicit Memory**

**Can new learning take place?**

**What other factors do you think are important for predicting cognitive well being?**

Creativity?

**Nutritional Deficits**

Zinc, Iron, and Vitamin B12 deficiencies may result in impaired cognitive performance



**Depression vs. AD**

**Dementia**

**Depression**

**Treatment of AD**

### **VALIDATION THERAPY**

Rather than correcting the person for memory infractions, it is suggested that you just go along with what the person is saying. You validate their reality and give them respect as a person.

### **Management of AD**

*My Journey into Alzheimer's Disease*

## Personality: Changes and Stability with Age

### Questions of interest:

- Does personality change with age or is it relatively stable?
- What factors OTHER THAN AGE may account for personality change?
- What can be learned or changed to make aging more successful?
- What traits provide resistance to pathology in older adulthood?
- Do negative stereotyping and discrimination threaten Personality stability?
- Other?

### Negative Stereotypes and Expectations

Paul Costa of the National Institute of Aging, assessed thousands of people on factors such as anxiety, assertiveness, openness, agreeableness, and conscientiousness.

He found that change after 30 doesn't just happen, it takes EXTRAORDINARY HEROIC EFFORTS. What we are at 30 tends to be what we are at 60 only more so. Grouchy old men at 60 were probably grouchy young men at 30.

### Traits that appear to be stable across time

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**OLDER PEOPLE DIFFER FROM ONE ANOTHER MORE  
THAN ANY OTHER AGE GROUP.**

**Successful Aging**  
**Model of Successful Aging**

**Positive Effects of Group Work**

**Love, Intimacy and Sexuality**

**WEEK 3**

## **Function of Social Support**

**Social Support is correlated with**

**Sources of Social Support**

**Function of Pets as Social Support and well being:**

**Grandparenting as a social role**

## **Grandparenting styles**

## **Benefits of Grandparenting**

For the grandchildren

For the grandparent

Surrogate grandparenting

Adopt a grandparent program

For more information write to

The BEVERLY FOUNDATION

70 S. Lake, Suite 750, Pasadena, CA 91101

*Use the following questions to ask grandparents to get closer. These can also be successfully used in reminiscence therapy groups with older adults.*

*Suggest this as an entry into aging journals.*

**When is your birthday?**  
**What was childhood like for you?**  
**Where did you live?**  
**What house do you remember best from childhood?**  
**What were your parents like?**  
**Did you have pets?**  
**What was it like to be a teenager?**  
**Did you have a favorite teacher in high school?**  
**What music do you remember most vividly?**  
**How did your grandparents meet?**  
**Where were they married?**  
**What were their first couple of married years like?**  
**How has the world changed for them over time?**  
**Who has been the best President in your lifetime?**

## **Church as social support**

**Spirituality is positively related to**

**Relocation Issues and living arrangements**

**Why is institutionalization so dreaded?**

**What do you think of the following poem by Ethel Corona?**

Nursing home living can really be sad  
As you walk the halls the stench can be bad.

Some tied in wheel chairs facing a blank wall  
Remembering with selective recall.

Sparse happy moments from earlier life  
spent as a Father, Mother, husband, and wife.

Sitting in wheel chairs, just waiting to die  
You hear no laughter, only moans or cries.

Losing dignity, a little each day  
Living in despair, they slowly decay.

Many have no one....family that cares  
Themselves unmindful of who, what, when, where.

The only music heard - screams of pain and fear  
Insecurity knowing no one's near.

Treated as children some go by the rules  
But are spoken to as if they are fools.

They aren't recognized, merely have a name  
No compassion shown and that's the real shame.

We don't know seniors what they may have done  
Preconvalescence before setting sun.

Let's pull together, see what we can do  
Before sometime soon THEY are Me and YOU.

Only about 5% of older adults are housed in long stay institutions. Most are cared for by family.

Claude Amarnick's book, ***Don't Put Me in a Nursing Home*** may be of interest to some students. The author encourages us to work to make long stay institutions livable so that the final stage of life can be the finest stage of life.

## **Pros and Cons of Urban vs. Rural Relocation**

## **AGE-SEGREGATED RETIREMENT COMMUNITIES.**

**CAN YOU THINK OF  
ANY DISADVANTAGES  
TO RETIREMENT  
RELOCATION?**

## **Why do we work?**

**Retirement issues MAY be problematic for some?**

**Plan for retirement early – start now!**

**Mediations for successful retirement**

**Benefits of Volunteerism**

**Share current events and journal entries**

**Week 4**

**Death and Dying**



**What are your views on euthanasia? Active and passive?**

**Kubler Ross: Stages of Dying**

**Talking with terminal patients.**

**Might the old be thought of in the same way as a person with a terminal illness?**

According to Dr. James Ellor (D.Min., ACSW, LCSW, BCD, Professor at National University) Death is a spiritual experience and the church can be a vehicle of social support. The patient may have positive feelings about death and may see it as a friend.

## Grieving

**What should you do to help?**

## Widowhood

**The benefits of Group Work with widows are varied:**

Remember older people may have multiple losses

Friends

Family

Spouse

Loss of youth

Status

Independence

Health

Home

Love

TOUCH

Income

Perceived attractiveness

**African Americans**

**Hispanic American**

**Older Native Americans**

**Asian Americans and Pacific Islanders**

**WHY DO WOMEN LIVE LONGER THAN MEN?**

**Week 5**

Opening and sharing

ORAL PRESENTATIONS

Model of Personal Successful Aging  
And Aging Journals (about 10 minutes each)

Discussion of the MYTHS vs. the REALITY of AGING.

Discussion of Learning Outcomes

**In what ways have you changed your mind about aging as a result of taking this class?**

Turn In: Successful Aging Journal

Course Evaluation

Thanks everyone!