

DELAWARE TECHNICAL & COMMUNITY COLLEGE
COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry

DEPARTMENT: Human Services

COURSE NUMBER & TITLE: HMS 229 Adult Development and Aging

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: ENG 121, RDG 120, PSY 121

CO-REQUISITES: None

COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

This course reviews physiological, cognitive, emotional, and social experiences and changes across the adult lifespan. Emphasis will be placed on theoretical foundations of adult development, individual and diversity influences, and issues facing the aging adult in today's society.

TEXT: Papalia, D., Camp, C. J., Feldman, R. D., Adult Development and Aging, McGraw Hill.

MATERIALS: None

METHOD of INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

**CORE CURRICULUM AND TECHNOLOGY PROGRAM COMPETENCIES
01/06/00**

CORE CURRICULUM COMPETENCIES (CCC)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principle in the technology area.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework.

HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Differentiate between various research methods and designs as they relate to adult development and aging studies. (PGC 3, and CCC 1, 5, 9)
2. Compare and contrast major theories of adult development with special emphasis on the "stage" and "life event" theories. (PGC 3, and CCC 1, 2, 5, 8, 9)
3. Identify the major life stages of adult development. (PGC 3, and CCC 1, 2, 3, 5, 8)
4. Discuss factors, which relate to successful aging across the adult life span. (PGC 3, and CCC 1, 2, 5, 8)
5. Analyze physical, social, emotional, cognitive, and moral development throughout adulthood. (PGC 3, and CCC 1, 2, 5, 8)
6. Discuss unique differences, which influence adult development including gender, race and ethnicity, physical limitations/disabilities, socioeconomic factors and family background. (PGC 3, and CCC 1, 2, 5, 8)
7. Explain overall age patterns in health and pathology, including diseases and mental health concerns. (PGC 3, and CCC 1, 2, 5, 8)
8. Trace the various social roles assumed by the developing adult. (PGC3, and CCC 1, 2, 5, 8)
9. Give examples and explain alternative life styles adopted by individuals during the stages of adulthood. (PGC 3, and CCC 1, 2, 5, 8)
10. Determine the significance of work to the developing adult. (PGC 3, and CCC 1, 2, 5, 8)
11. Discuss retirement and the impact of retirement upon aging adults. (PGC 3, and CC 1, 2, 5, 8)
12. Review societal attitudes maintained toward death and dying. (PGC 3, and CCC 1, 2, 5, 8)
13. Relate the study of human development to specific skills required of human service workers. (PGC 2, 3, 5, and CCC 1, 2, 5, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Differentiate between various research methods and designs as they relate to adult development and aging studies.
 - 1.1 *Recognize various research methods and designs used to study adult development.*
 - 1.2 *Identify and/or explain the advantages and disadvantages of each of the methods in 1.1.*
2. Compare and contrast major theories of adult development with special emphasis on the “stage” and “life event” theories.
 - 2.1 *Distinguish between stage and life event theories of development.*
 - 2.2 *Identify various stage and life event theorists and their respective theories.*
3. Identify the major life stages of adult development.
 - 3.1 *Recognize and/or list and describe major stages of adult development including the characteristics, approximate age ranges, and significant events related to each stage.*
4. Discuss factors, which relate to successful aging across the adult life span.
 - 4.1 *Identify various factors that are important for successful aging.*
 - 4.2 *Explain the implications of each of the factors in 4.1.*
5. Analyze physical, social, emotional, cognitive, and moral development throughout adulthood.
 - 5.1 *Explain the biopsychosocial approach to aging.*
 - 5.2 *Identify and/or explain how the adult develops and changes physically throughout adulthood.*
 - 5.3 *Identify important social/emotional factors that impact various stages of adulthood.*
 - 5.4 *Recognize how cognitive factors develop, change, and impact adults at various stages of development.*
 - 5.5 *Identify and/or trace moral development throughout the stages of adulthood.*

6. Discuss unique differences, which influence adult development including gender, race and ethnicity, physical limitation/disabilities, socioeconomic factors and family background.
 - 6.1 *Recognize and/or discuss the influences gender has upon aging.*
 - 6.2 *Identify and/or explain the impact that race, ethnicity, and family background have on successful aging.*
 - 6.3 *Identify and/or explain the impact of socioeconomic status upon adult development.*
 - 6.4 *Identify and/or discuss how adult development is influenced by physical limitation and/or disabilities.*

7. Explain overall age patterns in health and pathology, including diseases and mental health concerns.
 - 7.1 *Recognize healthy aging patterns*
 - 7.2 *Identify the factors of healthy aging.*
 - 7.3 *Identify major pathologies and disease that impact adults at various stages of adulthood.*
 - 7.4 *Identify and describe the symptoms and progression of various pathologies and diseases that affect adults at various stages of adulthood.*
 - 7.5 *List and/or describe major mental health concerns as they impact adult stages of development.*

8. Trace the various social roles assumed by the developing adult.
 - 8.1 *List and explain the patterns and implications of various social roles, such as marriage, parenting, mid-life, grandparents, care of aging, divorce, widowhood, and friendship upon adult development.*

9. Give examples and explain alternative life styles adopted by individuals during the stages of adulthood.
 - 9.1 *List and explain alternative adult lifestyles.*
 - 9.2 *Identify and/or explain the advantages, disadvantages, and implications of each the lifestyles in 9.1 on the adult throughout the life span.*

10. Determine the significance of work to the developing adult.
 - 10.1 *Recognize the significance of work roles on the identify and lifestyle of the developing adult.*
 - 10.2 *Discuss the role of work as adult development progresses.*
 - 10.3 *Differentiate between the impact of work on men and women throughout adulthood.*
 - 10.4 *Recognize the change in work patterns across adulthood.*

11. Discuss retirement and the impact of retirement upon aging adults.

11.1 Identify various theories and/or phases in the retirement process.

11.2 Recognize and/or explain the implications and effects of retirement upon adults.

12. Review societal attitudes maintained toward death and dying.

12.1 Discuss the process of death and dying.

12.2 Identify key terminology and ethical issues involved in death and dying.

12.3 Identify the stages of death and dying.

12.4 Identify various attitudes about death and dying.

12.5 Recognize rituals surrounding death and explain their socio-cultural importance.

13. Relate the study of human development to specific skills required of human services workers.

13.1 Demonstrate appropriate use of human services skills by conducting, and then reporting in writing an interview about factors that relate/impact aging, of three adults at different stages of adulthood.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final grade will be derived from:

Examinations:

60%

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Projects:

Interviews

25%

(MPO 4-13)

You will arrange, schedule, and conduct three interviews, one for each stage of adulthood (young, middle, and late). You must include, but not be limited to collecting information about physical and mental health concerns and issues, the impact of family and relationships, work or retirement, leisure, future goals and/or concerns, significant life

events and/or concerns as these impact the adult being interviewed. You will write a 2-3 page narrative summary of each interview. Upon completion and reflection of all three, you will write a single 2-3 page summary that compares and contrasts the topics of the interviews and reflect upon differences that demonstrate aging processes. You will be expected to use concepts and terminology that you have learned from the course and instructor. At the discretion of you instructor, you will present your findings orally to the class. You will include this project in the Capstone Project section of your Professional Portfolio.

Participation: **10%**
(MPO 1-12)

For each chapter covered in the course you will be expected to complete one or more homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based instructor provided handouts, small group work, and/or lab work, and one or more web-based activities.

Professional Portfolio **5%**

Following the guidelines of the instructor, you will create a professional portfolio. This must include but not be limited to a three-ring binder that contains section markers for items to be included in the portfolio. A section title "CAPSTONE Projects" must be included. The CAPSTONE project for this class must be included in this section. Materials for other sections of the portfolio will be entered as required by your instructor. The progress of your portfolio will be checked in each HMS, DAC, and GER class throughout your program of study.

Capstone Project:

- Title Page
- Topic Paper

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.