

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 235

PSYCHOLOGY OF ADULTHOOD

COURSE DESCRIPTION

The focus will be on viewing adult development as an integrative, dynamic and continuous process terminated only at death. The whole span of adulthood will be examined, including retirement and old age.

RATIONALE

Adult development and aging is one of the most pragmatic courses students will study. Whether in the workplace, the social arena, or the home, a better understanding of adult development will allow students to interact more fully with the adults in their world as well broaden their own self-concepts.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASE

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Bible (any translation)
- D. APA writing manual
- E. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Write and speak logically, clearly, and precisely, as well as be able to acquire, organize, present, and document information and ideas through the use of basic computer skills and technological resources such as textbooks, scientific journals, and the Bible and to present the information and ideas in an APA style research paper about an aspect of adult development and how it pertains to ourselves as well as others. (PLO 2, 4, 5.6 & GELO 1, 11)

- B. Apply the methods of science to the acquisition of knowledge, and be familiar with the different developmental theories and theorists; compare and contrast the theories to help cultivate the student's perspective of the adult life. (PLO 1, GELO 5)
- C. Think critically as they learn about similarities and differences between themselves and others; and to recognize how gender, race, ethnicity, culture and class affect all human perspectives and experiences (PLO 3, GELO 3, 7, 8)
- D. Develop and maintain a lifestyle of personal health and well being based on their knowledge of how the various aspects of human nature (cognitive, behavioral, biological, social-cultural, and spiritual) work together throughout the life span including the ability to make informed, ethical choices and decisions, and to weigh the consequences of those choices (GELO 2, 9)
- E. Enjoy the process of studying God's plan for His aging people with theological and spiritual knowledge developed in context of Biblical perspectives and a Christian worldview. (GELO 10)
- F. Analyze and evaluate how adults influence, and are influenced by, their environment and apply that knowledge to solutions for life's challenges. (PLO 1, 2, GELO 5).

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Pre-Assessment Ageism Quotient Quiz
In Module/Week 1, students will save and complete an Ageism Quotient Quiz document containing 41 statements which students must indicate as true or false. Students will complete the quiz again in the last week, comparing the results to see how their biases and stereotypes have changed throughout the course.
- C. Annotated Bibliography
Students will submit an annotated bibliography introducing the topic of their Research Paper (85-120 word "abstract"). Included will be a list of references from professional journals with short paragraphs (4-5 sentences) explaining how each resource applies to the topic covered. This assignment is due in Module/Week 1.
- D. Comprehensive Group Ministry Proposal
Throughout the course, students will collaborate within a small group to establish an adult ministry utilizing the material in the text as well as individual research. This assignment is due in Module/Week 7.
- E. Group Work Assessment (Field Work)
Participation in group discussions is mandatory. Enough time is required to fully engage with the group in making decisions, putting information together, asking

questions, and doing research. Students will be graded on the time invested in the group project (quantity).

F. Group Work Assessment (Edification)

Participation in group discussions is mandatory. Participation requires input and feedback from each group member. Students will be graded on their level of engagement with the group (quality).

G. Research Paper

Students will write an APA formatted research paper on a topic within the range of the course that is of particular interest to them. The paper must be 5 full pages of text in addition to the title page, abstract, and reference page. This assignment is due in Module/Week 7.

H. Post-Assessment Ageism Quotient Quiz

In Module/Week 8, students will take the same Ageism Quotient Quiz they took in Module/Week 1. Students should compare their Post-Assessment results with their Pre-Assessment results to see how the course has affected their biases and stereotypes.

I. Exams (4)

The student will complete four open-book exams consisting of 25 multiple-choice questions each. The exams are in Modules/Weeks 2, 4, 6, and 8.

VI. COURSE GRADING AND POLICIES

A. Points

Pre-Assessment Ageism Quotient Quiz	60
Annotated Bibliography	40
Comprehensive Group Ministry Proposal	100
Group Work Assessments (2 at 20 each)	40
Research Paper	100
Post-Assessment Ageism Quotient Quiz	60
Exam 1 (Modules 1-2)	150
Exam 2 (Modules 3-4)	150
Exam 3 (Modules 5-6)	150
Exam 4 (Modules 7-8)	150
Total	1000

B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

PSYC 235

Textbook: Cavanaugh & Blanchard-Fields, *Adult Development and Aging*, (2011).

WEEK/ LESSON	READING & STUDY	ASSIGNMENTS	POINTS
1	Cavanaugh: chs. 1 & 2 2 Presentations	Course Requirements Checklist Pre-Assessment Ageism Quotient Quiz Group DB Meet and Greet	0 60 –
2	Cavanaugh: chs. 3 & 4 2 Presentations	Annotated Bibliography Exam 1 Group Ministry Proposal Work	40 150 –
3	Cavanaugh: chs. 5 & 10 2 Presentations	Group Ministry Proposal Work	–
4	Cavanaugh: ch. 6 1 Presentation	Exam 2 Group Ministry Proposal Work	150 –
5	Cavanaugh: chs. 7 & 8 2 Presentations	Group Ministry Proposal Work	–
6	Cavanaugh: chs. 9 & 11 2 Presentations	Exam 3 Group Ministry Proposal Work	150 –
7	Cavanaugh: chs. 12 & 13 2 Presentations	Comprehensive Group Ministry Proposal Group Work Assessment (Field Work) Group Work Assessment (Edification)	100 20 20
8	Cavanaugh: ch. 14 1 Presentation	Research Paper Post-Assessment Ageism Quotient Quiz Exam 4	100 60 150
TOTAL			1000

DB = Discussion Board

NOTE: Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.