

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 644 Special Issues in Adult Development
Fall 2001

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COURSE SYLLABUS

COURSE DESCRIPTION

A study of normal healthy adult development with special emphasis on predictable challenges and development tasks, and the implications of possible task resolutions for marital and family relationships.

OBJECTIVES

1. Present research information on lifespan development from the early to late adult years, culminating in death.
2. Describe the methods of research used to examine the stages of adult development.
3. Review major theories in the field and discuss how they apply in the interpretation of adult development and aging.
4. Combine academic research with the daily life experiences of the adult years in order to involve students emotionally as well as intellectually.
5. Encourage students to develop insights and perspectives which will increase their understanding of what it means to age in our society.
6. Relate the perspectives and theories of adult development and aging to Christian knowledge, experience, and practice.
7. Expose students to a variety of practical experiences that will enhance their appreciation for aging adults, and lead to the development of their own personal plan for aging.

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TEXTBOOKS

Required:

Bee, Helen/Borklund, Barbara (2000) The Journey of Adulthood (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.

Davis, Robert (1989) My Journey into Alzheimer's Disease. Wheaton, IL: Tyndale House.

Fowler, James (2000) Becoming Adult, Becoming Christian. San Francisco, CA: Jossey-Bass.

BASIC OUTLINE

The outline of the course generally follows the major textbook.

August 30	Introduction to the course and review of the syllabus
September 4	Chapter One: Defining the Journey: Assumptions, Definitions, and Methods
September 6	Chapter Twelve: Themes of Adult Development: An Overview
September 11	Chapter Two: Theories of Adult Change or Development
September 13	Chapter Two continued
September 18	Chapter Three: Physical Changes
September 20	Chapter Three continued; Aging Seminar reflection due
September 25	Chapter Four: Changes in Health and Health Habits
September 27	Class discussion of Alzheimer's book; paper on Alzheimer's book due
October 2	Chapter Five: Cognitive Changes
October 4	Chapter Five continued
October 9	Chapter Six: Social Roles in Adulthood
October 11	Chapter Six continued
October 16	Chapter Seven: Development of Relationships
October 18	Chapter Nine: Changes in Personality and Motives; discuss adult interviews assignment
October 23	First Exam
October 25	Chapter Ten: The Growth of Meaning; weekly journal due
October 30	Chapter Ten continued
November 1	Chapter Eleven: Dealing with the Stresses of Adult Life
November 6	Chapter Eleven continued; interviews of adults due
November 8	Guest speaker
November 13	Chapter Eight: Work and Work Roles in Adulthood
November 15	Chapter Eight continued
November 20	Class presentations from Fowler's book
November 27	Class presentations from Fowler's book
November 29	Chapter Thirteen: The Final Stage: Death and Dying
December 4	Chapter Thirteen continued

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December 6 Chapter Fourteen: The Successful Journey: Pathways, Trajectories, and Gullies;

class reflection paper due.

December 13 **Final Exam: personal plan for aging due**

METHODOLOGY

The primary methods of teaching will be class lecture of selected content from the text and class discussion. Students are responsible for all textual material whether covered in class or not. A guest lecture and media presentations will also be used at appropriate times in the schedule. The conduct of this course is based on the assumption that students will become actively involved in the learning process. Students will be expected to assume a high level of responsibility for their own learning by: reading all assigned readings and coming to class prepared to discuss those assignments, developing an awareness of the aging adult world through practical outside assignments and reporting on the same, and completing all writing assignments.

COURSE REQUIREMENTS

1. Class attendance policy follows that of the seminary. "...credit cannot be granted for courses in which a student has been absent beyond the equivalent of more than two weeks."
2. Meaningful class participation.
3. Read all assigned material and complete all assignments on time. If you do not complete all assignments, you will receive an Incomplete grade for the course until the assignment(s) is done. A maximum of 70% of the point value of the assignment (as noted below) will be received for assignments turned in late. Assignments are due at the beginning of class on the dates noted.
4. Attend the Aging Seminar at the North Town Mall on September 14. You must spend at least one hour talking to vendors and reviewing the materials and opportunities that are available. Write a two-page reflection paper on the experience. Due **September 20**.
5. Read My Journey Into Alzheimer's Disease by Robert Davis. Write a two to three page reflection paper on the book. This is due **September 27**. We will spend the class hour that day discussing the book.
6. First exam: **October 23**.
7. Keep a weekly journal for seven weeks (beginning the week of September 2-8 and concluding the week of October 14-20) of news items that pertain to adult development (print, audio or visual media, personal experiences, etc.). Please note this is an adult development class, not an adult counseling class. The items in your journal must pertain to adult development. Counseling related items will not receive credit. Cite the date and the source of each item. You may copy print pieces and place them in the journal. However, you must summarize in approximately 100 words each, the print pieces you

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read, news items you heard, or anecdotal experiences you encountered. Even though short, these summaries must be well written and have meaningful content. A minimum of two entries per week is required. Items referred to in class, videos, handouts, etc. cannot be included in the two entries per week minimum. The journal should follow this format: Week One: Sept. 2 to Sept. 8, with the two entries below, etc. Due **October 25**.

8. Interview two adults, one male and one female, one between the ages of 45 to 65 and one 66 or older. The latter person must be retired from full-time work. Give the date of the interview and how long the interview lasted (must be a minimum of 30 minutes each.) The written results of each interview must be two to three pages in length. Do not conduct the interviews before October 18. On October 18 we will discuss interview questions and techniques in class. Due **November 6**.
9. Read all of the textbook Becoming Adult, Becoming Christian by James Fowler. Each student will be assigned one chapter from which he/she will make a verbal presentation in class. This presentation must also be written and handed in to the professor. Each verbal presentation will be approximately 25 minutes long. We will take two days of class time to hear these presentations, **November 20** and **November 27**.
10. Write a three-page reflection paper on this class. This is due at class time the last day of class, **December 6**. Incorporate your reflections on the texts, weekly journal, interviews, videos and generally how the class impacted you and how it made you think differently about adult development.
11. EXTRA CREDIT: This is not required, but you have the opportunity to earn a maximum of 25 extra credit points by writing a five-page reflection paper on Paul Tournier's book, Learn to Grow Old, or a similar book approved by the professor. A poorly done paper will not earn the full 25 points. Due no later than **December 6**.
12. Develop a three to four page written plan for aging for yourself from approximately age 50 into retirement. What will be your personal goals as you go through the adult developmental process? This should incorporate appropriate aspects of the course including, but not limited to, cognitive, emotional, physical, social, financial, spiritual, and vocational. This paper will be due when you take the final exam. Due **December 13**.
13. Final exam: **December 13**.

GRADING PROCEDURE

1. A variety of learning assignments are given so the student's grade is not so heavily dependent upon exams.
2. Grades are based upon individual achievement of the course objectives and requirements, not upon competition with other class members. Students' grades are based on the percent earned of the maximum number of points possible. Thus, 90% and above is an A, 80%-89% is a B, 70-79% is a C, 60-69% is a D, and 59% and below is an F. A grading curve is not used in the class.

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3. Meaningful class participation does carry a point value as noted below. Poor attendance and a demonstrated lack of interest in the class could affect your grade in borderline situations.
4. All written assignments must be typed, double-spaced and follow seminary policy on writing style. Poor grammar, spelling or form will be penalized.

5. Point values for projects and exams will be as follows:

a. First exam	100 points
b. Final exam	100 points
c. Verbal and written presentation from chapter in <u>Becoming Adult, Becoming Christian</u>	50 points
d. Weekly journal (7 weeks)	25 points
e. Class reflection paper	50 points
f. Adult interviews 25 points each x 2	50 points
g. Personal plan for aging	50 points
h. Aging seminar paper	25 points
i. Book reflection: <u>My Journey Into Alzheimer's Disease</u>	25 points
j. Meaningful class participation	<u>25 points</u>
TOTAL	500 points
Extra credit possible	25 points

SELECTED BIBLIOGRAPHY

The annotated suggested readings at the end of each chapter in the main textbook are excellent additional resources for the course.

SPECIFIC DATA

Syllabus prepared by Dayton A. Kingsriter, July 2001.