
Calumet College



of Saint Joseph

You Belong!

ccsj.edu

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2019

Course: PSY 343, Adult Development & Aging

Instructor Information:	
Instructor Name	James P. Sullivan
Office Number:	
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Office Hours:	n/a
Instructor Background: BS Engineering, West Point; MA Business, Webster University; Doctorate of Education, Organizational Leadership, Illinois School of Professional Psychology/Argosy University Chicago. Infantry Officer, paratrooper, Ranger, Army Aviator, helicopter and fixed-wing, 3 years overseas service. Licensed Professional Engineer, Electrical Engineering; Owner of Sullivan Technology, engineering firm and separate leadership consulting firm; Consultant with Civil & Environmental Consultants, Inc., Chicago; Certified Myers-Briggs practitioner. Married, 7 children and 10 grandchildren. Adjunct at CCSJ since 2013.	

Course Information:	
Course Time:	Tuesdays & Thursdays, 12:00-1:30
Classroom:	TBA
Prerequisites:	PSY100 & 210, or permission of program director
Required Books and Materials:	Mandatory: Adult Development and Aging (8 th Edition), John C. Cavanaugh & Fredda Blanchard Fields, ISBN:978-1-337-55908-9
<p>Learning Outcomes/ Competencies: Students in this course will:</p> <ul style="list-style-type: none"> • Develop an understanding of the changes that take place within individuals as they progress from emerging adulthood to the end of life. • Discuss recent changes in American cultural norms that have blurred the distinction between adolescence and adulthood. • Demonstrate knowledge of the scientific method, research designs, and typical lifespan studies. 	
<p>Course Description: The student will explore the aging process from early adulthood to death. Biological, cognitive, social and personality aspects and development will be considered</p>	
<p>Learning Strategies: Lecture, small group work, peer to peer learning, public speaking</p>	
<p>Experiential Learning Opportunities: <u>Experiencing/Exploring “Doing”</u> Students will perform or do a hands-on minds-on experience with little or no help from the instructor. Examples might include: Making products or models, role-playing, giving a presentation, problem-solving, playing a game.</p> <p><u>Sharing/Reflecting “What Happened?”</u> Students will share the results, reactions and observations with their peers. Students will also get other peers to talk about their own experience, share their reactions and observations and discuss feelings generated by the experience. The sharing equates to reflecting on what they discovered and relating it to past experiences which can be used for future use.</p>	

Assessments:		
Major Assignments:	This course will include the following teaching and learning methods: lecture, individual application exercises, small group activities, class discussions, and homework assignments.	Midterm worth 30%, chap 1-6. Final worth 30%, chap 7-12.
Assessments:	Class participation is a large component of this class. Attendance is required and will be taken	12 chapter quizzes worth 12%.

	daily and also chapter quizzes.	Attendance, participation and attitude are worth 8%.
Class Participation:	There will be 2 assignments involving team presentations. They will be worth 10% each. 1 paper will be based on your reaction to one of 5 presentations by your peers. 1 presentation will be by your team, on a chapter.	Team Presentation is worth 10%. Reaction paper to another team's presentation is also worth 10%.
Total	Each student will present 1 chapter of the book to their peers. (Chapters 8-12).	30 + 30 + 12 + 8 + 10 + 10 = 100%
Grading Scale:		
90% & above = A; 80% & above = B; 70% & above = C; 60% & above = D; below 60% = F		

Course Schedule:

DATE	SUBJECT/ACTIVITY	ASSIGNMENT
27 Aug	Intro, Syllabus, Teams, Presentation topics	Read Ch1
29 Aug	Lecture, Ch 1	"
3 Sep	L, Q 1	R C2
5 Sep	L	C2
10 Sep	L, Q 2	C3
12 Sep	L	C3
17 Sep	L, Q3	C4
19 Sep	L	C4
24 Sep	L, Q4	C5
26 Sep	L	C5
1 Oct	L, Q5	C6
3 Oct	L	C6
8 Oct	L, Q6, Review Midterm Exam	C1-6
10 Oct	MT Exam	C1-6
15 Oct	Research Period- team presentation	C8-12
17 Oct	Research Period- team presentation	C8-12
22 Oct	L	C7
24 Oct	L, Q7	C8
29 Oct	L	C8
31 Oct	L, Q8, Pres 8	C9
5 Nov	L	C9
7 Nov	L, Q9, Pres 9	C10
12 Nov	L	C10
14 Nov	L, Q10, Pres 10	C11
19 Nov	L	C11
21 Nov	L, Q11, Pres 11	C12
3 Dec	L	C12
5 Dec	L, Q12, Pres 12, Review for Final Exam	C7-12
10 Dec	Papers due, Review for Final Exam	C7-12
12 Dec	Final Exam	C7-12

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>If you are going to miss class, you must account for that within 24 hours, by phone or email, or it will be marked as an unexcused absence. 5 of those and you fail.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work when due. No late work unless I give you permission beforehand—you need a very good reason.</p>
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> • Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. • Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions.
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of</p>

	<p>academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .

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CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>
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Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.

6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.