

Welcome to Adult Education

Adult Development in the Workplace
EADU 4090
Summer Semester, 2004

Instructors:

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Course Location:

Gwinett University Center (first night only)
Cyberspace: University of Georgia WebCT (the remainder of the semester)

Course Content:

This course covers current psychological and psychosocial theories and research findings relevant to adult development and learning. The literature in developmental or lifespan psychology is extensive, therefore this course will provide an overview of the major theories of adult development, the current status of the research and the implications for adult learning and instruction, and how changes that occur as a normal part of aging impact learning and work.

Course Goals:

By the end of this course, each student is expected to understand:

1. and distinguish from among current theories of adult development.
2. typical fundamental developmental changes of adulthood.
3. how adult development impacts learning and work through out the life span.

Text:

Lemme, B. H. (2002). *Development in adulthood*. Boston: Allyn and Bacon.

Course Assignments and Grading Overview:

| Assignment | Due Date | Possible Points | Actual Points |
|-----------------------------|---------------------|-----------------|---------------|
| Timeline | June 24 | 10 | |
| Movie Analysis/Paper | July 8 | 15 | |
| Interview | July 29 | 25 | |
| On-Line Class Participation | Throughout Semester | 50 | |
| T O T A L | | 100 | |
| Grading Criteria: | | | |
| | A = | 90 – 100 | |
| | B = | 80 – 89 | |
| | C = | 70 - 79 | |

Attendance and On-line Participation:

For each class you are expected to post a minimum of four comments per week concerning the topic under discussion. Each class session may have more than one topic under discussion at any time so you are expected to participate throughout the week, not just on one day. Any comments you post after the last date of the class session will not count toward your grade. In other words, you cannot go back and make up comments after each discussion has ended.

You will be graded **not only on the quantity of your posts, but more importantly on the quality of your posts**. For example, a comment such as, “Good point, Amy. I agree” would not be considered a quality post, but such comments are appreciated and do help make your interaction with your classmates more like a discussion.

Because you will not have f2f class meetings the online discussion is a major part of the course. You have the opportunity to read, reflect, and explore issues with your classmates and to learn from and with each other. Remember that in the absence of facial cues and body language comments may often be misunderstood, so use care when you make statement.

Students who may have a disability or special needs are encouraged to notify the instructor early in the course so that reasonable accommodations for effective performance can be made.

Specific Description of Assignments:

Please refer to the attached sheets for the description and grading rubric for each assignment.

Course Calendar:

| Date | Topics/Course Content | Readings | Assignments |
|-------------|--|-----------------|---|
| June 10 | <ul style="list-style-type: none">▪ Introductions▪ Review Syllabi▪ Introduction to WebCT▪ Introduction to the Study of Development in Adulthood▪ Review of the Timeline Assignment | Chapter 1 | |
| June 17 | <ul style="list-style-type: none">▪ Physical Development and Aging▪ Work Demands | Chapter 9 | |
| June 24 | <ul style="list-style-type: none">▪ Theories of Psychosocial Development▪ Cognitive & Psychosocial Work Demands | Chapter 2 | Timeline Due by 5:00 p.m. |
| July 1 | <ul style="list-style-type: none">▪ Development and Issues of Culture, Gender, Ethnicity, and Age | Chapter 3 | |
| July 8 | <ul style="list-style-type: none">▪ Cognitive Processes in Adulthood<ul style="list-style-type: none">○ Dimensions and Directions○ Influences and Explanations | Chapter 4 & 5 | Movie Analysis Paper Due by 5:00 p.m. |
| July 15 | <ul style="list-style-type: none">▪ Family Ties, Transitions, and Challenges▪ Social Development, Friendship and Mate Selection | Chapter 6 & 7 | . |
| July 22 | <ul style="list-style-type: none">▪ The Nature of Work and Career Development▪ Retirement Planning and Implementation | Chapter 8 | The Work Interview is due June 26, 2004 |
| July 29 | <ul style="list-style-type: none">▪ Last official class day▪ Discussion and Wrap-Up▪ On-Line Course Evaluations | Chapter 8 | |

**EADU 4090 Adult Development in the Workplace
Timeline Instructions & Grading Grid**

Purpose: This assignment is designed to help the learner increase sensitivity to the older adult, gain awareness of how world events and contextual situations may influence successful transitions into various occupational roles, and value the vast scope of experiences that individuals acquire across the timeframe of adulthood. Additionally, each learner should use this opportunity to reflect on how a personal world-view may influence development as an adult and related behaviors and beliefs associated with being in the workforce. By the conclusion of this learning activity each learner should have a sense of the impact of various factors on the breadth, depth, and quality of life of adults, including transitions into the workforce. Information may be useful in determining how to interact with adults at various maturity levels within the work place.

Instructions: Complete the attached timeline interview, addressing each item completely. Rather than simply listing a factor, explain the importance of that factor in relationship to the question or item.

| Areas Evaluated | Not Included or addressed | Partially included or addressed | Fully included or addressed | Total Points |
|--|---------------------------|---------------------------------|-----------------------------|--------------|
| Additional World Events Identified | 0 | | 1.5 | |
| Personal Events listed along timeline | 0 | | 1.5 | |
| Losses identified & explained | 0 | | 3 | |
| Gains identified & explained | 0 | | 3 | |
| Factors related to functional age | 0 | | 3 | |
| Research and Adults explained | 0 | | 3 | |
| <i>TOTAL BEFORE DEDUCTIONS</i> | | | | |
| Deductions: spelling errors, late, other: | | | | - |
| <i>TOTAL out of 15 possible points</i> | | | | |

Comments from the learner to the instructor about this assignment (good, bad, or indifferent):

Feedback from the instructor to the learner about performance:

Movie Themes and Adult Development (5-8 pages)

There are many movies that have characters who provide us with good illustrations of the various issues and themes related to the stages of development in adulthood. Listed below are a few movies that have been chosen by students in previous classes, but you may choose another movie if you wish. For this assignment you are to provide a **BRIEF** overview of the movie and then choose **ONE** character from the movie that you feel exemplifies the issues and themes of either young, middle, late, or late, late adulthood. In your paper please give specific examples of situations or behaviors that illustrate the themes or issues of the developmental stage of your character.

| <u>Young Adulthood</u> | <u>Middle Adulthood</u> | <u>Late Adulthood</u> | <u>Late, Late Adulthood</u> |
|------------------------|-------------------------|-----------------------|-----------------------------|
| October Sky | Father of the Bride | On Golden Pond | Titanic |
| Rudy | American Beauty | Guarding Tess | S. Private Ryan |
| Good Will Hunting | Vacation | Grumpy Old Men | Cocoon I & II |
| The Water Boy | Field of Dreams | Meet Joe Black | Driving Mrs. Daisy |
| Forces of Nature | As Good as It Gets | Mr. Holland's Opus | Whales in August |
| Titanic | One True Thing | | The White Dog |
| Foot Loose | Marvin's Room | | Remains of the Day |
| Harold & Maude | | | American Quilt |
| Dead Poet's Society | | | |

Work and Career Interview (5-10 pages)

Adults are motivated to participate in learning activities for many reasons. They may need to adjust and cope with life events, they may participate in a learning activity because they enjoy learning, they may wish to improve in their careers, or their participation in training may be a mandatory work related requirement.

For this assignment you are to interview an adult who is in either paid employment, volunteer employment, or someone who has retired and has returned to work. Please do not identify the person you choose by name. Begin your paper with an introduction giving a brief description of the person which includes the demographic date of location, race, age, educational level, gender, and occupation. Identify their stage of development and the issues of that particular stage.

For your interview develop a list of questions that you derive from the information found in chapter 8 of your text, "Work and Retirement". You may develop your questions around the person's attitude toward work and career, you might explore the individual's career development, her/his attitude toward work, the importance and value he/she places on work, and what learning the individual has participated in, whether formal or informal, as part of their career development. Also include the physical and cognitive demands of the specific job. Please be prepared to discuss your findings to the class.

