Course	Successful Aging - Emerging Adulthood and Beyond
Instructor	Lisa Menard
Terms	Fall 2020 and Winter 2021
Email Address	lisa.menard@carleton.ca
Class Time	Tuesday and Thursday: 11:35 a.m. – 12:55 p.m.
Office Location/Hours	TBA

COURSE DESCRIPTION/INSTRUCTOR'S STATEMENT

This course will introduce you to the field of Developmental Psychology, with a focus on psychosocial development from emerging adulthood (roughly ages 18-29) through late adulthood (75+ years). In the Fall term, we will explore emerging adulthood and the challenges and opportunities that are associated with 'coming of age,' including identity development, changing relationships with family and friends, as well as the transition to university. In the Winter term, we will focus on the transition to work and career, the formation of committed romantic relationships, and explore the 'secrets' of successful aging into the elder years. Psychosocial development is influenced and shaped by the social and cultural contexts in which we live.

This is a momentous time in history like the Great Depression, the World Wars of the 20th century, and the Civil Rights movement in 1964. The pandemic has forced us to be socially distant but also to acknowledge that to 'beat it,' we need to be concerned with the well-being of everyone in society. The COVID-19 experience has laid bare examples of social injustice and inequities, as well as systemic racism, barriers, and discrimination that are present in Canada. In this course, we will discuss lifespan development while taking into consideration the pandemic and its influence on our lives and the greater society, for example: What has been the impact of COVID-19 on those Canadians who live or work in long-term care facilities? What was it like to

graduate from high school without your friends and loved ones celebrating your success in-person? How have you coped and become more resilient? What changes have you made to your goals and how to best achieve them?

Throughout the course, you will have opportunities to reflect on your own development, including identity development and career aspirations. Who you are, who you hope to become, what issues most concern you, and who you care about – these are all factors that influence the development of a cohesive sense of identity.

The course will introduce you to:

- university life (i.e., support services and social organizations);
- academic skills such as understanding and applying the rules for academic integrity in all our work;
- working effectively in groups;
- creating and giving presentations;
- reading and analyzing journal articles critically;
- researching and writing academic papers and assignments; and
- more general life skills such as time management, connecting with campus life, and work/life balance.

COURSE ORGANIZATION AND EVALUATION

Weekly course organization: The course time is divided into two 80-minute weekly sessions. Generally-speaking, the Tuesday session will be used by students to complete the learning modules on cuLearn (lectures; presentations; quizzes; readings). The Thursday session will be an online class where students and the instructor work together on a variety of topics and activities.

Evaluation will be based on several components including participation in the online class session (e.g., verbal participation, completion of small exercises, attendance; being prepared), written assignments throughout the course (e.g., annotated bibliography), group work, and presentations.

TEXT

All assigned readings will be available on the course cuLearn site. There is no required textbook for this course however, for a general reference guide to lifespan development, students can freely download the following Open Education Resource (OER) textbook from the College of Lake County (Illinois, USA):

Lifespan Development: A Psychological Perspective, Second Edition (Lally & Valentine-French, 2019). This textbook can be found at: http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf