OFFICE: DMH 232
OFFICE HOURS: Mondays and Tuesdays, 5:00 p.m. – 6:00 p.m.
OFFICE PHONE: (408) 924-5607
E-MAIL: tina.foley@sjsu.edu
WEBSITE: http://www.sjsu.edu/people/tina.foley
CLASSROOM: DMH 355
REQUIRED TEXT:

PLEASE NOTE: All students must have Internet access.

COURSE DESCRIPTION:

This course emphasizes developmental patterns of aging from middle to older adulthood. The concepts of interpersonal relationships, cognition, psychology and physiology of health, and death and dying will be discussed. Special attention will be given to socioeconomic status, gender, and ethnic variations. The implications of mental health care services and long-term care facilities will also be examined.

COURSE LEARNING OBJECTIVES:

1. Students will describe both the changes and continuities during late adulthood that shape psychological aspects of individual well-being.

2. Students will assess current theories of aging and interpersonal behavior.

3. Students will become familiar with different concepts of “healthy” psychological development and adaptation in late adulthood.

4. Students will develop and demonstrate proficiency with classical and contemporary methods, theory, and research in each of the major subdivisions of geropsychology concerned with the scientific study of behavior and human experience.

METHODS OF INSTRUCTION:

1. A variety of teaching methods will be used, including instructor’s presentations, class discussions, videos, and guest speakers.
2. A skeleton outline of each class presentation throughout the semester will be made available. These outlines are designed to show how each presentation is organized, as well as the key terms and ideas covered. The outlines thus provide an organizational structure for whatever notes students may decide to take in class.

3. Class presentations will be coordinated with reading assignments. Your instructor’s efforts in class will often be directed to presentations of ideas which involve recent theoretical and/or research developments in the field of geropsychology.

4. Students are encouraged to bring to their instructor any questions they may have about readings or material presented in class as those questions arise. Each class will typically begin with your instructor inviting such questions. It is understood, however, that students may feel more comfortable asking their questions before, after, or outside of class. Your instructor’s rather open-ended office hour policy is designed to provide ample opportunity for asking questions.

**COURSE REQUIREMENTS:**

- Exam 1 = 50 points
- Exam 2 = 50 points
- Reflection Papers = 40 points
- Video Review = 20 points
- Case Study = 40 points
- Final Exam = 50 points

The three exams will cover both the textbook and the instructor’s presentations. They will consist of 50 multiple-choice questions and will be administered online (via e-mail). Please save a copy of your exam answers in your “Send” folder.

Exams are to be taken alone. Group collaboration is not only unacceptable, it is transparent and unethical. Those who do not observe the honor system will receive a failing grade automatically.

**GRADING SCALE:**

250 POINTS MAXIMUM

<table>
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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>250-243</td>
<td>A+</td>
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<tr>
<td>242-234</td>
<td>A</td>
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<tr>
<td>233-226</td>
<td>A-</td>
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<tr>
<td>225-218</td>
<td>B+</td>
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<td>158-151</td>
<td>D-</td>
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<td>150-below</td>
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MAKE-UP EXAM POLICY:

Class attendance is assumed. You are responsible for all information and announcements made in class whether you are present or not. I do not provide copies of lecture notes that you miss.

In order for the evaluation process to be fair to every student in the course, it is important to ensure that the conditions of evaluation are as uniform as possible for everyone. This kind of uniformity simply cannot be achieved if some students take the course exams on days other than those when the exam is given to the rest of the class. Just the fact that some students would thus have more time to study for the exam than do those students who take the exam as scheduled is inherently unfair.

Therefore, in the interests of maximizing uniformity of evaluation conditions, in fairness to all students in the class who take their exams as scheduled, the following policy will be implemented without exception (i.e., is non-negotiable).

Make-up exams will be given only under the most extraordinary of circumstances, upon approval by your instructor of a typewritten petition with convincingly official supporting documentation attached (e.g., letter from a medical doctor testifying that the student was incapable of attending class to take the exam). Without your instructor’s approval of a petition as described above, a missed exam will be scored as a zero in tallying the total number of points on the basis of which final letter grades will be assigned in the course.

LATE ASSIGNMENT POLICY:

Late assignments will have points deducted, except in major extenuating circumstances (i.e., serious injury or illness to self or immediate family) as follows:

ONE DAY LATE:  5 POINTS
MORE THAN ONE DAY LATE:  NOT ACCEPTED

UNIVERSITY POLICIES:

ACADEMIC INTEGRITY POLICY
Your own commitment to learning as evidenced by your enrollment at San Jose State University and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The academic integrity policy can be found at http://sa.sjsu.edu/student_conduct

AMERICANS WITH DISABILITIES ACT COMPLIANCE
If you need course adaptations or accommodations because of a disability, or if
you need special arrangements in case the building must be evacuated, please make an appointment with The Disability Resource Center (DRC) (924-6000, located in ADM 110) as soon as possible. Presidential Directive 97-03 requires that students requesting accommodations must register with DRC to establish a record of their disability.

**OFFICE HOURS:**

Please know that I invite you to meet with me during my regular office hours. I will be happy to discuss course requirements, grades, job opportunities, or to chat about anything. Don't hesitate to drop in!

**REFLECTION PAPERS:**

You will be asked to write four, 2-page typewritten papers - 10 points each for a total of 40 points. Each of the reflection papers will present you with a question relevant to the course material, and ask you to apply what you are learning to your personal life experience. The papers are to be submitted electronically (via e-mail). Please save a copy of your papers in your “Send” folder. See the Class Schedule for due dates.

Below are descriptions of the criteria on which your reflection papers will be evaluated.

**10 Point Paper** - This is a superior piece of writing, which completes the assignment in an outstanding manner. It may have minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

**9 Point Paper** – It will also fulfill all parts of the assignment, but not to the same degree as the 10 paper. It will show less facility of expression, be less well organized, and less fully developed.

**8 Point Paper** – This displays some weaknesses in fundamentals, lack the development of the 9 or 10 papers. It may be repetitious or display some minor misreading of the assignment. However, it will demonstrate writing competence.
**7 Point Paper** – It is superficial and too general and will lack sufficient topic development. It may be simplistic or too short, or it may be rambling or repetitious. The writing is minimally adequate.

**Papers receiving 6 and below** are unsatisfactory scores.

**VIDEO REVIEW ASSIGNMENT:**

You will be asked to write a 2-page typewritten review on Dr. Ken Dychtwald’s *Age Power*, available in the Instructional Resource Center (IRC) on campus.

The first page summarizes Dr. Dychtwald’s main thesis, purpose, intent, and supporting details. How does he support, define, and/or illustrate his main ideas? Try to be as objective as possible.

The second page analyzes and critiques the video. In your opinion, does Dr. Dychtwald succeed? How and why or why not? What are the strengths and weaknesses of the video? What did the author do well? Not well? Why?

The video review assignment is due on Tuesday, April 19th (via e-mail). Please save a copy of your review in your “Send” folder.

**OLDER ADULT CASE STUDY ASSIGNMENT:**

The main goal of the case study is to help the student develop a better awareness of the developmental tasks and crises at a particular stage in life, and to appreciate the diversity of personal styles that are successful in meeting these challenges.

The paper must be typewritten, double-spaced, 12-point font, with 1” margins and American Psychological Association (APA) referencing; and should be 6-7 pages, excluding title page and references. At least four peer reviewed scholarly references, excluding the text, must be cited - **no websites**. The pages should be numbered.

All materials, ideas, statements, facts, figures, etc. that are not your own must be referenced in the paper by author and year of publication. Do not plagiarize! Plagiarism is a violation of University Policy. It can lead to an F in the course or even dismissal from the University.

Case studies are due on Tuesday, May 10th (via e-mail). Please save a copy of your case study in your “Send” folder. **This assignment will be explained further in a separate handout.**

**Case Studies will be graded on:**
Content (15 pts.)
Organization (5 pts.)
### CLASS SCHEDULE (dates subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 1</td>
<td><strong>CLASS MEETING</strong></td>
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<tr>
<td></td>
<td>Course Overview</td>
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<td></td>
<td>Introduction to Older Adult Development and Aging</td>
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<td>February 8</td>
<td>Reflection Paper 1 Due</td>
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<td>Reading: Chapters 1, 8, &amp; 14</td>
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<tr>
<td>February 15</td>
<td><strong>CLASS MEETING</strong></td>
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<td>Physiology and Aging</td>
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<td>Reading: Chapters 2, 3, &amp; 4</td>
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<td>February 22</td>
<td><strong>CLASS MEETING ONLINE – Exam 1</strong></td>
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<td>(Chapters 1, 2, 3, 4, 8, &amp; 14)</td>
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<td>March 1</td>
<td><strong>CLASS MEETING</strong></td>
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<td>Memory and Intelligence</td>
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<td>Reading: Chapters 6 &amp; 7</td>
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<td>March 8</td>
<td>Reflection Paper 2 Due</td>
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<td>Reading: Chapter 9</td>
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<td>March 15</td>
<td><strong>CLASS MEETING</strong></td>
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<td>Work, Leisure, and Retirement</td>
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<td>Reading: Chapter 12</td>
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<td>March 22</td>
<td>Reflection Paper 3 Due</td>
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<td>Reading: Chapter 11</td>
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<td>March 28-April1</td>
<td>Spring Break</td>
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April 5:  
**CLASS MEETING ONLINE – Exam 2**  
(Chapters 6, 7, 9, 11, & 12)

April 12:  
**CLASS MEETING**  
Older Adult Psychopathology  
Reading: Chapter 10

April 19:  
*Age* Power Assignment Due  
XS2785 – video available in IRC

April 26:  
**CLASS MEETING**  
Residential Environment and the Aging Process  
Reading: Chapter 5

May 3:  
Reflection Paper 4 Due

May 10:  
Case Study Assignment Due

May 17:  
**CLASS MEETING**  
Death and Dying  
Planning for Incapacity  
Reading: Chapter 13

**FINAL EXAM:**  
Tuesday, May 24th  
(Chapters 5, 10, & 13)  
**ONLINE: 1800-1915**