San Jose State University
Department of Psychology
Psychology of Aging – PSYC/GERO 114
Dr. Tina Camagna Foley
Fall 2012

Office: DMH 232
Office Hours: Mondays and Tuesdays, 5:00 p.m. – 6:00 p.m.
Office Phone: (408) 924-5658
E-mail: tina.foley@sjsu.edu
Website: http://www.sjsu.edu/people/tina.foley
Classroom: DMH 359

Required Text:
ISBN: 9780495601746 – Available at the Spartan Bookstore (new, used, or rental).

All students must have internet access. Course syllabus, handouts, and assignments may be downloaded from your instructor’s faculty website. Students are responsible for regularly checking the website for assignments.

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 OUTCOMES (CLO):
Upon successful completion of this course, students shall be able to:
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 gero-psychology concerned with the scientific study of behavior and human experience.

PROGRAM LEARNING OUTCOMES (PLO):
PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
PLO2 – *Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – *Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – *Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – *Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**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**

- 250-243 = A+ 200-193 = C+
- 242-234 = A 192-184 = C
- 233-226 = A- 183-176 = C-
- 225-218 = B+ 175-168 = D+
- 217-209 = B 167-159 = D
- 208-201 = B- 158-151 = D-
- 150 below = F

**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, 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.

INTELLECTUAL PROPERTY:
Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publically without his/her approval. You may not publically share or upload instructor generated material for this course; such as exam questions, lecture notes, or homework solutions without instructor consent.

DEFINITION OF A CREDIT HOUR:
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum a 45 hours over the length of the course (normally 3 hours per unit per week, with one of the hours used for lecture) for instruction or preparation/studying or course related activities including, but not limited to internships, labs, or clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ADDING AND DROPPING:
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information and forms are available at http://www.sjsu.edu/registrar/forms. Students should be aware of the current deadlines for adding and dropping classes.

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 to 3-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 paper is a superior piece of writing, which completes the assignment in an outstanding manner. It may have very minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

**9 Point Paper** – This paper 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, be less fully developed, and it will contain minor grammatical and/or mechanical errors.

**8 Point Paper** - This paper will display some weaknesses in fundamentals, and lack the development of the 9-10 papers. It may be repetitious, and/or it may display some minor misunderstanding or lack of knowledge of essay format. However, it will demonstrate writing competence.

**7 Point Paper** – This paper will be superficial and too general; and it will lack sufficient topic development. It may be simplistic or too short, or it may be rambling or repetitious. It will have major grammatical and/or mechanical errors.

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

**VIDEO REVIEW ASSIGNMENT:**
You will be asked to write a 2 to 3-page review on Dr. Ken Dychtwald’s *Age Power* video, available in the Instructional Resource Center (IRC) on campus. The first part 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 part 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 Monday, November 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 cited 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 Monday, November 26th (via e-mail). Please save a copy of your case study in your “Send” folder. This assignment is explained further in a separate handout (http://www.sjsu.edu/people/tina.foley).

**Case Studies will be graded on:**
Content (15 pts.)
Organization (5 pts.)
Integration of Research (15 pts.)
Grammar/Writing Style (5 pts.)

**EXTRA CREDIT ASSIGNMENT:**
The video, *Grief and Healing*, is available in the Instructional Resource Center (IRC) on campus. This assignment is explained in a separate handout (www.sjsu.edu/people/tina.foley).
CLASS SCHEDULE (dates subject to change)

August 27:     CLASS MEETING
               Course Overview
               Introduction to Older Adult Development and Aging
               Reading: Chapters 1, 8, & 14

September 3:   Labor Day Holiday

September 10:  CLASS MEETING
               Physiology and Aging
               Reading: Chapters 2, 3, & 4
               Reflection Paper 1 Due

September 17:  CLASS MEETING ONLINE – EXAM 1
               (Chapters 1, 2, 3, 4, 8, & 14)

September 24:  CLASS MEETING
               Memory and Intelligence
               Reading: Chapters 6 & 7

October 1:     Reflection Paper 2 Due
               Reading: Chapter 9

October 8:     CLASS MEETING
               Work, Leisure, and Retirement
               Reading: Chapters 11 & 12

October 15:    CLASS MEETING ONLINE – EXAM 2
               (Chapters 6, 7, 9, 11, & 12)

October 22:    Reflection Paper 3 Due

October 29:    CLASS MEETING
               Older Adult Psychopathology
               Reading: Chapter 10

November 5:    CLASS MEETING
               Residential Environment and the Aging Process
               Reading: Chapter 5

November 12:   Veterans Day Holiday
November 19:  *Age Power* Assignment Due
XS 2785 – video available at the IRC

November 26:  Case Study Assignment Due

December 3:  **CLASS MEETING**
Death and Dying
Planning for Incapacity
Reading: Chapter 13

December 10:  Reflection Paper 4 Due
Extra Credit Assignment Due – video available at the IRC

**FINAL EXAM:**  Monday, December 17
(Chapters 5, 10, & 13)
**ONLINE:** 1800-1915