San José State University
Department of Psychology
PSYC/GERO 114, Psychology of Aging
Spring 2013

Instructor: Erin Woodhead, Ph.D.
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Email: Erin.Woodhead@sjsu.edu
Office Hours: Tuesdays and Thursdays 11:45am – 1pm and by appointment
Class Days/Time: T/TH 10:30-11:45
Classroom: DMH 359
Prerequisites: PSYC 001

Course Description
From Catalog: Developmental patterns of aging (middle to old age); cognition, personality, interpersonal relationships, psychology and physiology of health, living arrangements, aging in other cultures and times, dying and death and counseling.

Desire2Learn
Copies of the course materials such as the syllabus, readings, etc. may be found on the D2L website for this course (https://sjsu.desire2learn.com/). All of the material presented via PowerPoint will be available on D2L, as well as the articles you will need to read. These materials are not meant to be a substitute for coming to class. You should plan to take your own notes based off of the slides I present during class. The slides serve as an outline only and aren’t a comprehensive overview of the class lecture or discussion.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

CLO1: Understand the demographics of the aging population.
CLO2: Understand the biopsychosocial model and how it applies to the study of aging.
CLO3: Be able to identify and discuss typical research designs used in the study of aging.

CLO4: Understand lifespan changes in cognitive functioning, health, personality, and social relationships.

CLO5: Identify mental health issues relevant to an aging population.

CLO6: Understand the various residential settings and healthcare issues that are relevant to an older population (Medicare, long-term care, assisted living).

CLO7: Identify theoretical models relevant to aging (Erikson’s psychosocial theory, successful aging models).

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

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.

Required Texts/Readings

Textbook

This book is available at the bookstore. An e-book version of the textbook can also be rented at a reduced cost on Amazon.com.

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 of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or
preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Classroom Protocol

Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones going off for any reason (even accidental), talking when not participating in an instructor-assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). Please place phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Additionally, since this class is conducted where you have wireless Internet access, please do not browse the web during class. You may use your computer to take notes, but you must sit in the back of the classroom or along the wall with your screen out of other students view. In addition, if I or other students deem your laptop use distracting to others, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom and dropped from the course.

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. If you have to miss a class, I strongly recommend that you speak with somebody in the class about what you missed and get any additional notes that they took, since the notes available for download will often only be an outline and the notes taken in class will be a better source of preparation for exams. Please do not email me and ask me what you missed.

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you need/want to record my lecture, please ask me prior to class in order to obtain my consent.
- If you need/want to record the class at a time when active participation of students or guests may be on the recording, permission of those students or guests also needs to be obtained.
Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Assignments and Grading Policy**

This class has a total of 385 points:

1) Midterm and Final = 50 points each

The midterm and final will be multiple choice (50 questions) and will be based on the readings and class discussion. **You will need to buy two 882-E Scantrons in order to complete the midterm and final.** Material that is discussed more frequently in class will be favored on the exams. You will be allowed to re-schedule an exam only for medical reasons or if you have a mandatory school activity. However, you must bring me a note to that effect from a doctor or from the school advisor of that activity (such as the coach). Please contact me as soon as possible if you cannot make the exam time (for the above reasons only). The final exam will count the same as any other exam. The final will not be cumulative. **The final exam will be given on Tuesday May 21st from 9:45 – 12:00.**

2) Older Adult Interview = 120 points total (20 points for turning in interview questions, 50 points for the group presentation, and 50 points for the final paper)

The major project for the class will be an interview with an older adult (not a family member) about one of the topics covered in our textbook that is relevant to the current generation of older adults. For example, Chapter 10 of the textbook is about Work, Retirement, and Leisure Patterns, so the theme of your group’s interviews could be on how ideas about work and leisure change with age. You will choose and coordinate the “theme” of your interview with a group of other students so that you are all asking the same questions of different older adult interviewees.
The goal of the project is to have a professional interaction with an older adult and to see the similarities and differences in what was discussed by your interviewee versus the interviewees of your other group members. At the end of the semester, you and your group will do a presentation where you present the topic you selected and the interview content. In the presentation you will present select quotes from the interviews and discuss similarities and differences in what your interviewees discussed. You will be expected to present a conclusion that relates this material to the textbook readings and 1-2 peer-reviewed articles published within the last two years.

There are three assignments associated with this project. First, around the middle of the semester you will be asked to turn in (as a group) the list of questions you will ask your interviewees (20 points; same points for each group member). Then you will coordinate a group presentation to be given to the class at the end of the semester (50 points). Each member will email me the PowerPoint slides that they contributed so that the points based on this assignment will be based on both individual work and the group presentation. At the end of the semester, each individual in the group will turn in a paper that provides a description and reflection of the interview process, in addition to an introduction and conclusion section that introduces the theme you chose and summarizes your reaction to the interview. You will be asked to integrate the interview material with the textbook and 1-2 peer-reviewed articles (can be the same ones used in the presentation).

Keep in mind that the questions your group chooses for the interview should be relevant to the experience of older adults but not overly personal. In planning your interview, you want to briefly introduce the interviewee to what you're doing and why, provide some basic background on the topic you selected, and plan to ask 5-6 questions about the topic. Plan to take notes during the interview so that you can use them in your paper.

The paper will be submitted via a dropbox on D2L. It is expected that you will cite your textbook and 1-2 peer reviewed articles in the introduction and conclusion.

3) Class Activity/Group Work days = 165 points total (15 points each)

On 7 different Thursdays we will have class activities that will involve active participation. Part of your grade for each activity is based on how much you participate during the class discussion. There are no make-up activity points. Activity points will be graded in an evaluative way (i.e., the number of points you receive will be based on the quality of your responses).

On 4 different Thursdays we will have group work days, which will be an opportunity to meet with your interview group in class to plan your interviews and group presentation. You should come prepared to these meetings so that you can contribute to your group. Each group work day is worth 15 points. Your score on these days will be determined by your other group members. They will rate your participation in the group that way and I will average their scores to produce your points for that day. There are no make-up points for missing a group work day.
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more
effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.

Student Success and Wellness
Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/students/about_workshops_and_groups/index.html for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
Psyc/Gero 114 / Psychology of Aging, Spring 2013, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>1/24/13</td>
<td>Introduction; Syllabus Review</td>
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<tr>
<td>2</td>
<td>1/29 and 1/31/13</td>
<td>Overall Themes &amp; Issues in Aging</td>
<td>T/Th: Ch. 1</td>
<td>Th: Class Activity 1</td>
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<tr>
<td>3</td>
<td>2/5 and 2/7/13</td>
<td>Models of Development</td>
<td>T/Th: Ch. 2</td>
<td>Th: Class Activity 2</td>
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<tr>
<td>4</td>
<td>2/12 and 2/14/13</td>
<td>Research Methods in Aging Research</td>
<td>T/Th: Ch. 3</td>
<td>Th: Group Work Day 1 (Pick a topic)</td>
</tr>
<tr>
<td>5</td>
<td>2/19 and 2/21/13</td>
<td>Physical Changes with Aging</td>
<td>T/Th: Ch. 4</td>
<td>Th: Class Activity 3</td>
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<tr>
<td>6</td>
<td>2/26 and 2/28/13</td>
<td>Health and Prevention</td>
<td>T/Th: Ch. 5</td>
<td>Th: Group Work Day 2 (Decide on the questions)</td>
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<td>7</td>
<td>3/5 and 3/7/13</td>
<td>Cognition and Intelligence</td>
<td>T/Th: Ch. 6 and 7</td>
<td>Th: Class Activity 4</td>
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<td>8</td>
<td>3/12 and 3/14/13</td>
<td>Midterm (Chapters 1-7)</td>
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<td>3/14: Personality</td>
<td>Th: Ch. 8</td>
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<td>9</td>
<td>3/19 and 3/21/13</td>
<td>Social Interactions</td>
<td>T/Th: Ch. 9</td>
<td>Th 3/21: Interview Questions Due; Class Activity 5</td>
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<tr>
<td>10</td>
<td>3/26 and 3/28/13</td>
<td>SPRING BREAK – ENJOY!</td>
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<td>11</td>
<td>4/2 and 4/4/13</td>
<td>Work, Leisure, and Successful Aging</td>
<td>T/Th: Ch. 10 &amp; 14</td>
<td>Th: Group Work Day 3 (Presentation planning)</td>
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<td>12</td>
<td>4/9 and 4/11/13</td>
<td>Mental Health and Aging</td>
<td>T/Th: Ch. 11</td>
<td>Th: Class Activity 6</td>
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<tr>
<td>13</td>
<td>4/16 and 4/18/13</td>
<td>Long-Term Care/Nursing Homes</td>
<td>T/Th: Ch. 12</td>
<td>Th: Class Activity 7</td>
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<tr>
<td>14</td>
<td>4/23 and 4/25/13</td>
<td>Death and Dying</td>
<td>T/Th: Ch. 13</td>
<td>Th: Group Work Day 4 (Presentation planning)</td>
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<tr>
<td>15</td>
<td>4/30 and 5/2/13</td>
<td>T: Presentations</td>
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<td></td>
<td>5/7 and 5/9/13</td>
<td>T: Presentations</td>
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<td>T 5/7: Final Interview Paper Due</td>
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<td>Th: Final review</td>
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FINAL EXAM (Chapters 8-14): Tuesday May 21st from 9:45 – 12:00