San José State University  
Department of Psychology  
PSYC/GERO 114, Psychology of Aging  
Spring 2014

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Wednesdays 1-2:30pm via Canvas chat. Email if you’d like to meet at a different time.
Class Days/Time: N/A – Online Course
Classroom: N/A – Online Course
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.

Canvas
This course will occur entirely online through the Canvas website for this course (https://sjsu.instructure.com). All of the assignments required to complete the class will be available through Canvas and turned in through Canvas. Please take time to familiarize yourself with the various features of Canvas, and ask early if you have questions.

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

CLO1: Understand the biopsychosocial model and how it applies to the study of aging. This CLO will be assessed primarily via the older adult interview project, exams, and class activities.
CLO2: Be able to identify and discuss typical research designs used in the study of aging. This CLO will be assessed primarily via the exams, quizzes, and reading questions/group assignments.

CLO3: Understand lifespan changes in cognitive functioning, physical and mental health, personality, and social relationships. This CLO will be assessed primarily via the older adult interview project, class activities, reading questions/group assignments, and quizzes.

CLO4: Understand the various residential settings and healthcare issues that are relevant to an older population (Medicare, long-term care, assisted living). This CLO will be assessed primarily via the class activities and quizzes.

CLO5: Identify theoretical models relevant to aging (Erikson’s psychosocial theory, successful aging models). This CLO will be assessed primarily via the exams, reading questions/group assignments, and quizzes.

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.
Class Structure & “Classroom” Protocol

The structure of this class is different, given that all course activities will occur online. The class lectures and assignments will be on a Monday to Monday schedule (except for the first week; see syllabus). Each week will correspond to a module in Canvas. The module will include a 15-item reading quiz, reading questions OR a group assignment that you will complete and upload in Canvas, and a class activity that you will complete and upload in Canvas. You will also be required to post a reaction to the class activity each week via the discussion boards, and respond to another student’s post. For each module, there may also be links to outside materials (videos, articles) that are relevant to the class. Note that this is not a lecture-based course. “Class time” will be used for the reading quizzes, completing the reading questions/group assignments, and completing the class activity. Therefore, students are responsible for reading the textbook as the primary way of obtaining the content for the course.

The course will have the same weekly due dates (see assignments section for more information):

- New chapters/modules will start on Mondays
- Weekly reading quizzes will be due by Wednesdays at 11:59pm
- Class activities will be due via Canvas upload by Fridays at 11:59pm
- Discussion posts for the class activity will also be due by Fridays at 11:59pm
  Replies to the other students’ posts will be due by Mondays at noon.
- Reading questions/group assignments will be due via Canvas upload by Sundays at 11:59pm
- Exams will be essay and short answer and will be uploaded via Canvas. They will be distributed a week prior to the due date.

To some extent this course is self-paced and will require you to time manage and self-motivate appropriately. I strongly recommend that you schedule time each week to complete the above activities. The worst thing you could do is to wait to complete the entire set of activities right before something is due.

Honor Code

(Reference: Academic Integrity Policy at: http://www.sjsu.edu/studentconduct/Policies/)

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams (I will let you know which assignments allow group work).

2. I will not give any answers for individually graded assignments to anyone else.

3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others’ work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Class Environment

In an effort to create an environment conducive to sharing one’s thoughts, I require the following etiquette when engaging in online discussions:

- Be polite and respectful to the other people in the class
- Do not use profanity in posts

Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development.

http://www.sjsu.edu/getinvolved/docs/Student%20Conduct%20Code.pdf

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You may not make audio or video recordings of this class. The materials in this class can be used for your private, study purposes only. Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as lectures, exam questions, classroom activities, or discussion material. You can also not share other students’ discussion material outside of the Canvas environment.

Assignments and Grading Policy

Academic Policy S12-3 at http://www.sjsu.edu/ senate/S12-3.htm has defined expected student workload as follows:

“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. For our online course, this means that your “in-class time” will be used to complete the quizzes, reading questions/group assignments, and class activities with discussion board posts. Your “out-of-class time” will be used for readings, preparing for exams, and working on the final project.

This class has a total of 770 points:
1) **Exams** = 150 points (3 @ 50 points each)

There will be three exams in this class. They will all be structured as short answer and essay. You will have a week to work on them, and they will be turned in to Canvas via upload. You are expected to work independently on the exams. Remember that plagiarism detection will be on for the exams, which means I will be able to see if you have a very similar answer to another student or a web source. Since you have a week to complete the exams, there are no make-ups for the exams.

2) **Reading Quizzes** = 180 points (12 @ 15 points each)

Each week you will complete a 15-item, multiple choice reading quiz in Canvas about the week’s chapter. Quizzes will close on Wednesdays at 11:59pm. There are no make-ups for the quizzes.

3) **Class Activities** = 130 points total (13 @ 10 points each)

   **Discussion Posts and Replies about the Class Activity** = 120 points (12 @ 10 points each)

Each week there will be an activity that goes along with the material for the week. Any specific instructions about the activity will be included on the activity. You will complete the activity independently, and upload it by Friday at 11:59pm. 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).

You will also be required to make a discussion post about your reaction to the class activity, and reply to another student’s post. First posts are due by Fridays at 11:59pm, replies are due by Mondays at noon. The post and reply need to be at least 150 words and will be worth 10 points combined (5 each for the post and reply).

4) **Reading Questions OR Group Assignments** = 110 points (11 @ 10 points each)

To facilitate critical thinking about the content of our textbook, each week you will complete and upload either a set of reading questions or a group assignment. You will be assigned to a group at the start of the semester, which will be the same group you’ll be in for the older adult interview project. Reading questions are to be completed independently. Group assignments will be completed together; every member of the group should upload a group assignment to Canvas (it will be the same for each group member). Groups can discuss and complete the assignment via email or by setting up a time when all group members can use the Chat feature in Canvas. If a group member does not contribute to that week’s assignment, you should indicate that on the assignment (e.g., “Mike did not contribute to this assignment.”). You will not be penalized if one of your group members is not contributing.

5) **Group Project: Older Adult Interview** = 80 points total (20 points for turning in interview questions, 60 points for the final paper)
The major project for the class will be an interview with one older adult (over age 65; 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 3 to 4 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.

There are two 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). At the end of the semester, each group will turn in one paper (as a group) that provides an introduction, a summary of all interviews, a section connecting the interviews to the textbook and literature, and a conclusion/reflection of the interview process, which should include a comparison of similarities and differences across the interviews. In the section where you connect your interviews to relevant research, you will be asked to integrate the interview material with the textbook and two peer-reviewed articles. The group paper should not exceed 12 pages (excluding title page and references). Each member of the group should upload a paper via Canvas (it will be the same paper). Each member should provide a rating for how much your other group member’s contributed to the paper (out of 10 points).

The paper will be graded as follows: 10 points for your participation in the assignment, which is an average of the ratings provided by your other group members, 5 points each for the introduction and conclusion, 20 points for the summaries of the interviews, 10 points for the research integration section (this includes use of appropriate references), and 10 points for APA formatting and writing style.

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 10-12 questions about the topic. Plan to take notes during the interview so that you can use direct quotes in your paper.

**Late policy for this paper:** Papers are due in Canvas by midnight on the due date (May 12th). A paper is considered late if it is not turned in by that time. Papers that are up to 24 hours late will automatically lose 10 points. Papers that are more than 24 hours late will receive no points.
Grading Policy

Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (770 total points). I will use the following grading rubric. Please note that I do not round your grades:

- 97.0-100 = A+
- 93.0-96.9 = A
- 90.0-92.9 = A-
- 87.0-89.9 = B+
- 83.0-86.9 = B
- 80.0-82.9 = B-
- 77.0-79.9 = C+
- 73.0-76.9 = C
- 70.0-72.9 = C-
- 67.0-69.9 = D+
- 63.0-66.9 = D
- 60.0-62.9 = D-
- 59.9 or less = F

University Policies

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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate 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. Such 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.
**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](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

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or
group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Notes: Schedule is subject to change with fair notice – if changed, I will announce it in via Canvas and the email address you have on file through MySJSU. For the most part, all materials for each exam module will be available at once, and you can work through some assignments at your own pace, ahead of schedule if desired.

Weekly Due Dates:
1) Reading quizzes due Wednesdays by 11:59pm
2) Class activities are due via Canvas upload by Fridays at 11:59pm.
3) Class activity discussion posts due by Fridays at 11:59pm. Responses due by Mondays at noon.
4) Reading questions/group assignments due via Canvas upload by Sundays at 11:59pm.

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>1</td>
<td>1/22/14 – 1/27/14</td>
<td>Introduction; Syllabus Review</td>
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<td>Syllabus discussion post and Course orientation activity due by 1/27, 9am</td>
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| 2    | 1/27/13 – 2/3/14 | Overall Themes & Issues in Aging       | Ch. 1    | Reading quiz 1  
Class Activity 1  
Reading Questions 1  
Class Activity 1 posts due 1/31, replies due 2/3 |
| 3    | 2/3/14 – 2/10/14 | Models of Development                   | Ch. 2    | Reading quiz 2  
Class Activity 2  
Reading Questions 2  
Class Activity 2 posts due 2/7, replies due 2/10 |
| 4    | 2/10/14 – 2/17/14 | Research Methods in Aging Research     | Ch. 3    | Reading quiz 3  
Class Activity 3  
Group Assignment 1  
Class Activity 3 posts due 2/14, replies due 2/17 |
| 5    | 2/17/14 – 2/24/14 | Physical Changes with Aging            | Ch. 4    | Reading quiz 4  
Class Activity 4  
Reading Questions 3  
Class Activity 4 posts due 2/21, replies due 2/24 |
| 6    | 2/24/14 –     | Exam 1 Distributed 2/24 (Chapters 1-4) |          |                                                       |
| 7 | 3/3/14 – 3/10/14 | Exam 1 Due 3/3 by noon | Ch. 5 | Reading quiz 5  
Class Activity 5  
Group Assignment 2  
Class Activity 5 posts due 3/10, replies due 3/10 |
|---|---|---|---|---|
| 8 | 3/10/14 – 3/17/14 | Cognition and Intelligence | Ch. 6 and 7 | Reading quiz 6  
Class Activity 6  
Reading Questions 4  
Class Activity 6 posts due 3/14, replies due 3/17  
3/17: Interview Questions Due via Canvas Upload by noon |
| 9 | 3/17/14 – 3/24/14 | Personality | Ch. 8 | Reading quiz 7  
Class Activity 7  
Reading Questions 5  
Class Activity 7 posts due 3/21, replies due 3/24 |
| 10 | 3/24/14 – 3/31/14: Spring Break and Cesar Chavez Day |
| 11 | 3/31/14 – 4/7/14 | Social Interactions | Ch. 9 | Reading quiz 8  
Class Activity 8  
Group Assignment 3  
Class Activity 8 posts due 4/4, replies due 4/7 |
| 12 | 4/7/14 – 4/14/14 | Exam 2 Distributed 4/7 (Chapters 5-9) |
| 13 | 4/14/14 – 4/21/14 | Exam 2 Due 4/14 by noon | Ch. 11 | Reading quiz 9  
Class Activity 9  
Reading Questions 6  
Class Activity 9 posts due 4/18, replies due 4/21 |
<p>| 14 | 4/21/14 – | Work, Leisure, and | Ch. 10 &amp; 14 | Reading quiz 10 |</p>
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<td>Ch. 13</td>
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<td><strong>Final Group Paper</strong> Due 5/12 by midnight</td>
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**Final Exam (Chapters 10-14): Distributed 5/12, Due on 5/19 at NOON!**