San José State University
Department of Psychology
PSYC/GERO 114, Psychology of Aging
Spring 2017

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Tuesdays and Thursdays 2:00-3:00pm
Class Days/Time: N/A – Online Course
Classroom: N/A – Online Course
Prerequisites: PSYC 001

Course Format
This is an online course. Students need to have a reliable internet connection and a computer to access the course material.

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: Explain and identify changes in the structure of our population with regards to the changing demographic of older adults in the U.S. and internationally.

CLO2: Explain and identify the biological/physical processes that occur during the aging process.

CLO3: Be able to identify and discuss typical research designs used in the study of aging.

CLO4: Identify lifespan changes in cognitive functioning, physical and mental health, personality, and social relationships, including which components of these domains do not change substantially with age.

CLO5: Identify components of and explain theoretical models (psychological and biological) relevant to aging (socioemotional selectivity theory, continuity theory, random error theories, etc.).

CLO6: Report on the aging process through the perspective of an older adult through completion of interviews and experiential exercises; integrate these experiences with theoretical models presented in class.

CLO7: Discuss different viewpoints on the aging process gleaned from online interactions with your peers.

CLO8: Identify relevant legislation that pertains to older adults, including issues of nursing home care, Medicare, employment of older adults, and end-of-life care.

**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. You need to have the 5th edition of the book because some of the information is different from prior editions.

Class Structure & “Classroom” Protocol

The structure of this class is different, given that all course activities will occur online. 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, as well as a short lecture that I’ve pre-recorded for you to view that week. **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.

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/docs/S12-3.pdf 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 you’ll need to spend about 9-10 hours per week on the course.

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
For all of the assignments, **late work is not accepted.** If your submission indicates that your work is late, even by one minute, you will receive 0 points for that assignment. This class has a total of 615 points:

1) **Course Orientation Activities = 15 points (5 points for the syllabus discussion post, 5 points for the online course readiness quiz, 5 points for the first class activity)**

There will be three short activities during the first week to get you oriented to the course and make sure that you are prepared for the expectations of an online course. First you will make a discussion board post that will involve asking a question about the syllabus, or something about the course that you are unclear about (5 points). This will help you learn to use the discussion boards if you aren’t familiar with them, and will make sure you are clear about the requirements of the course. I will respond to your questions, and you should also feel free to respond to other students’ questions if you know the answer. Next you will complete an online course readiness quiz which will help you learn more about your readiness for an online course (5 points). Finally, you will complete your first class activity that involves making a schedule of when you will do course assignments during a typical week.

2) **Exams = 150 points (3 @ 50 points each; assesses CLOs 1-5, and 8)**

There will be three exams in this class. They will all be structured as 50-item, timed, multiple-choice exams. Questions will be randomized for each student from a pool of items. You will have 120 minutes (2 hours) to complete the exam, so you should prepare ahead of time so time isn’t wasted looking up the answers. You are expected to work independently on the exams. The exams will be open for one week. On exam weeks, you will also be responsible for a class activity and discussion post. There are no make-ups for the exams since you have a one week window in which to complete the exams. Since the exams are timed, the clock will keep running if you log out of Canvas, so the exams need to be completed in one sitting.

3) **Reading Quizzes = 150 points (10 @ 15 points each; CLOs 1-5, and 8)**

Most weeks (except as noted in the course calendar) you will complete a 15-item, multiple choice reading quiz in Canvas about the week’s reading and activities. Quizzes will remain open until Sundays at 11:59pm. There are no make-ups for the quizzes. Quizzes may contain questions concerning any of the material presented in readings, activities, or lectures during the week. There is no time limit for the quizzes and you can come and go out of Canvas while taking the quiz.

4) **Class Activities = 70 points total (14 @ 5 points each; assesses CLO 6)**

   **Discussion Posts and Replies about the Class Activity = 70 points (14 @ 5 points each; assesses CLO 7)**

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 Sunday 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 each week, and reply to another student’s post. Discussion prompts will vary each week and may be tied to the class activity or reading. Replies and posts are due by Sundays at 11:59pm. The post and reply need to be at least 150 words each and will be worth 5 points combined (2.5 each for the post and reply). Posts will be graded on depth (meeting the length requirement) and whether you’ve expressed substantive thoughts that are tied back to our course content.

5) Reading Questions OR Group Assignments = 90 points (assesses CLOs 1-5, and 8)

To facilitate critical thinking about the content of our textbook, most weeks (except as noted in the course calendar) you will complete and upload either a set of reading questions or a group assignment. For the reading questions, you will create two questions from the relevant chapters and provide answers to them. They should be short answer questions that involve some critical thinking. Your questions should not be simply a repetition of facts from the textbook or solely based on your opinion. I will provide examples on our Canvas site. Reading questions will be graded on the quality of your question, how well you express your understanding of a theory or concept in your own words, and how well you can connect it to other concepts learned in class. Reading questions are to be completed independently and are worth 10 points (2 points for each question and 3 points for each answer).

You will be assigned to a group at the start of the semester. These groups will be the same as your group project groups (see below). Once assigned, all groups will have their own workspace in Canvas, which will include a discussion board and other collaboration tools. You can use these features to communicate as a group, or you can use the Canvas messaging feature. 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. You will only need to turn in one assignment as a group on Canvas by the due date. Group assignments will be worth 10 points each.

6) Group Project: Older Adult Interview = 70 points total (10 points for turning in interview questions, 60 points for the final paper; assesses CLO 6)

The major project for the class will be an interview with one older adult (over age 65) 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 2 to 3 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 (10 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 four peer-reviewed articles. The group paper should not exceed 12 pages (excluding title page and references). Upon submission of the paper, each member should send me a message in Canvas and 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 14th). 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.

**Policy on Group Work**: I have a “Two strikes and you’re out” policy for group work. This means that if your group members come to me twice about your performance in the group (i.e., not responding to messages, sending your part at the last minute), you will be asked to complete all future group assignments on your own. This decision will be at my discretion. My policy on group work is designed to help students meet their group deadlines and not leave students waiting until the last minute for one group member who is not responding to messages or not meeting their group’s deadlines.

**Grading Policy**

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for
the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (615 total points). I will use the following grading rubric. Please note that I do not round your grades:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>97.0-100</td>
<td>A+</td>
</tr>
<tr>
<td>93.0-96.9</td>
<td>A</td>
</tr>
<tr>
<td>90.0-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0-82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73.0-76.9</td>
<td>C</td>
</tr>
<tr>
<td>70.0-72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67.0-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63.0-66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0-62.9</td>
<td>D-</td>
</tr>
<tr>
<td>59.9 or less</td>
<td>F</td>
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</tbody>
</table>

University Policies

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
Psychology of Aging, Spring 2017, Course Schedule

Notes: Schedule is subject to change with fair notice – if changed, I will announce it via Canvas messaging.

Most assignments and videos are available for each module leading up to the exam, so the course is somewhat self-paced. For example, you’ll be able to complete all the quizzes leading up to the first exam if you want. Once the first exam opens, the next module will open and so on.

Weekly Due Dates:
1) **All assignments are due by Sundays at 11:59pm**, except as noted on the syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26/17 – 1/29/17</td>
<td>Introduction; Syllabus Review</td>
<td>none</td>
<td>1) Syllabus discussion post&lt;br&gt;2) Class Activity 1&lt;br&gt;3) Online Course Readiness Quiz&lt;br&gt;<em>These assignments are due by 2/5 at 11:59pm</em></td>
</tr>
<tr>
<td>2</td>
<td>1/30/17 – 2/5/17</td>
<td>Overall Themes &amp; Issues in Aging</td>
<td>Ch. 1</td>
<td>1) Reading quiz 1&lt;br&gt;2) Class Activity 2 with discussion posts and replies</td>
</tr>
<tr>
<td>3</td>
<td>2/6/17 – 2/12/17</td>
<td>Models of Development</td>
<td>Ch. 2</td>
<td>1) Reading quiz 2&lt;br&gt;2) Class Activity 3 with discussion posts and replies&lt;br&gt;3) Reading Questions 1</td>
</tr>
<tr>
<td>4</td>
<td>2/13/17 – 2/19/17</td>
<td>Research Methods in Aging Research</td>
<td>Ch. 3</td>
<td>1) Reading quiz 3&lt;br&gt;2) Class Activity 4 with discussion posts and replies&lt;br&gt;3) Group Assignment 1</td>
</tr>
<tr>
<td>5</td>
<td>2/20/17 – 2/26/17</td>
<td>Physical Changes with Aging</td>
<td>Ch. 4</td>
<td>1) Reading quiz 4&lt;br&gt;2) Class Activity 5 with discussion posts and replies&lt;br&gt;3) Reading Questions 2</td>
</tr>
<tr>
<td>Week</td>
<td>Date Range</td>
<td>Assignments</td>
<td>Due Date</td>
<td>Notes</td>
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<td>6</td>
<td>2/27/17 – 3/5/17</td>
<td><strong>Exam 1 Available 2/27 at 9am until 3/5 at 11:59pm (Chapters 1-4)</strong></td>
<td>3/5/17</td>
<td>1) Class Activity 6 with discussion posts and replies</td>
</tr>
<tr>
<td>7</td>
<td>3/6/17 – 3/12/17</td>
<td>Health and Prevention</td>
<td>Ch. 5</td>
<td>1) Reading quiz 5 2) Class Activity 7 with discussion posts and replies 3) Group Assignment 2</td>
</tr>
<tr>
<td>8</td>
<td>3/13/17 – 3/19/17</td>
<td>Cognition and Intelligence</td>
<td>Ch. 6 and 7</td>
<td>1) Class Activity 8 with discussion posts and replies 2) Reading Questions 3 3/19: Interview Questions Due via Canvas Upload by 3/19 at 11:59pm (no reading quiz this week)</td>
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<tr>
<td>9</td>
<td>3/20/17 – 3/26/17</td>
<td>Personality</td>
<td>Ch. 8</td>
<td>1) Reading quiz 6 2) Class Activity 9 with discussion posts and replies 3) Reading Questions 4</td>
</tr>
<tr>
<td>10</td>
<td>3/27/17 – 4/2/17</td>
<td><strong>SPRING BREAK</strong></td>
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<td>11</td>
<td>4/3/17 – 4/9/17</td>
<td>Social Interactions</td>
<td>Ch. 9</td>
<td>1) Reading quiz 7 2) Class Activity 10 with discussion posts and replies 3) Group Assignment 3</td>
</tr>
<tr>
<td>12</td>
<td>4/10/17 – 4/16/17</td>
<td><strong>Exam 2 Available 4/10 at 9am until 4/16 at 11:59pm (Chapters 5-9)</strong></td>
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<td>1) Class Activity 11 with discussion posts and replies</td>
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<tr>
<td>13</td>
<td>4/17/17 – 4/23/17</td>
<td>Mental Health and Aging</td>
<td>Ch. 11</td>
<td>1) Reading quiz 8 2) Class Activity 12 with discussion posts and replies 3) Reading Questions 5</td>
</tr>
<tr>
<td>14</td>
<td>4/24/17 – 4/30/17</td>
<td>Work, Leisure, and Successful Aging</td>
<td>Ch. 10 &amp; 14</td>
<td>1) Reading quiz 9 2) Class Activity 13 with discussion posts</td>
</tr>
<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Chapter</td>
<td>Assignments</td>
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</table>
| 5/1/17 – 5/7/17  | Long-Term Care/Nursing Homes         | Ch. 12  | 1) Reading quiz 10  
2) Class Activity 14 with discussion posts and replies  
3) Group Assignment 4 |
| 5/8/17 – 5/16/17 | Death and Dying                      | Ch. 13  | 1) Class Activity 15 with discussion posts and replies  
No quiz or reading questions so you can finish your paper  
Final Paper Due Sunday 5/14 by 11:59pm |

**Final Exam (Chapters 10-14):** Available May 18th at 9am until May 24th at 11:59pm (120 minute time limit; 50 questions; not cumulative)