San José State University
Department of Psychology
PSYC/GERO 114, Psychology of Aging
Fall 2018

Instructor: Erin Woodhead, Ph.D.
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Office Hours: Thursdays 1:30-3:30
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. Students will need a webcam in order to take the proctored exams through the use of Respondus LockDown Browser and Respondus Monitor (embedded in Canvas).

Course Description
From Catalog: Psychological development of middle-aged and older adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Course content also includes age-related health problems and their prevention.

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 and through other outlets.

**Class Structure & “Classroom” Protocol**

All course activities will occur online. There are no required in-person meetings for this class. Each week will correspond to a module in Canvas. The module will include a reading quiz, reading questions 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 to the discussion boards each week, 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, 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, or share assignments on the internet via course tutoring websites.

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/studentconduct/docs/Student%20Conduct%20Code%202013.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.

Course Requirements and Assignments
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and 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.

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 446 points:

| Assessment Items, Their Value, and Connection to Learning Outcomes |
|--------------------|----------------|----------|-------------|
| **How Many?** | **% of Final Grade** | **Points** | **Relevant CLOs** |

Psychology of Aging, PSYC/GERO 114, Fall 2018, Woodhead
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)

There will be three, open book, open notes exams in this class. The first two exams will be 30 multiple choice questions (1 point each) and 10 short answer questions (2 points each). The final exam (not cumulative) will be 20 multiple choice questions (1 point each) and 15 short answer questions (2 points each). A study guide that lists relevant concepts will be available for each exam. Multiple choice and short answer questions will be randomized for each student from a pool of items. The multiple choice items will be taken from your weekly quizzes, so you should familiarize yourself with these questions prior to the exams. You will have 4 hours to complete the exam. However, I want to provide an environment where you can
demonstrate your learning without the additional stress that can come from a timed exam. Please keep in mind that the clock will keep running if you log out of Canvas, so the exams will likely need to be completed in one sitting. There are no make-ups for the exams since you have a one week window in which to complete the exams.

**Final Examination or Evaluation**

The final examination will be the third exam, which is not cumulative. The final exam will count the same as any other exam. The exam will be available online through Canvas and will contain 20 multiple choice questions (1 point each) and 15 short answer questions (2 points each).

3) **Reading Quizzes** = 90 points (10 @ 10 points each (LOWEST QUIZ DROPPED))

Most weeks (except as noted in the course calendar) you will complete a 10 point, multiple choice reading quiz in Canvas about the week’s reading and activities. Each quiz will contain 1 and 2 point multiple choice items. Quizzes will remain open until Sundays at 11:59pm. There are no make-ups for the quizzes. Quizzes will focus on material presented in the textbook. There is no time limit for the quizzes and you can come and go out of Canvas while taking the quiz.

4) **Class Activities** = 60 points total (12 @ 5 points each)

   **Discussion Posts and Replies about the Class Activity** = 60 points (12 @ 5 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 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** = 36 points

To facilitate critical thinking about the content of our textbook, most weeks (except as noted in the course calendar) you will complete and upload a set of reading questions. For the reading questions, I will give you five questions and you are to respond to three of the questions of your choice. Reading questions will be graded on 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 6 points (2 points for each question).
6) Final Project: Older Adult Interview = 35 points total (5 points for turning in interview questions, 30 points for the final paper)

The final 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 3 of the textbook is about Age-Related Health Conditions, so the theme of your interview could be on how health has changed over time. 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 (5 points; same points for each group member). At the end of the semester, each student will turn in a paper that provides a brief introduction, a summary of your 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. This means that you have to communicate with your group throughout the semester to be able to compare and contrast their interviews with yours in the final paper. In the section where you connect your interviews to relevant research, you will be asked to integrate the interview material with the textbook and one peer-reviewed articles. The final paper cannot exceed 5 pages (excluding title page and references). You should not list your questions in your paper in a Q&A style. Instead, summarize the responses from the interviewee and choose a couple of interesting quotes from your interviewee.

The paper will be graded as follows: 5 points for the introduction and conclusion, 10 points for the summaries of the interviews, 10 points for the research integration section (this includes use of appropriate references), and 5 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 (Dec 9th). A paper is considered late if it is not turned in by that time. Papers can be turned in up to 24 hours late with an automatic 10 point deduction. Papers that are more than 24 hours late will receive no points.
Grading Information

Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (446 total points). I will use the following grading rubric.

Please note that I do not round your grades:

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

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"
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

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignments</th>
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| 1 and 2 | 8/21/18 – 9/2/18 | Introduction; Syllabus Review; Course Orientation     | none     | 1) Syllabus discussion post  
2) Class Activity 1  
3) Online Course Readiness Quiz |
| 3    | 9/3/18 – 9/9/18 | Introduction to the Psychology of Aging                | Ch. 1    | 1) Reading quiz 1  
2) Class Activity 2 with discussion posts and replies  
3) Reading Questions 1 |
| 4    | 9/10/18 – 9/16/18 | Biological Theories of Aging                           | Ch. 2    | 1) Reading quiz 2  
2) Class Activity 3 with discussion posts and replies  
3) Reading Questions 1 |
| 5    | 9/17/18 – 9/23/18 | The Aging Body and Age-Related Health Conditions; Prevention | Ch. 3    | 1) Reading quiz 3  
2) Class Activity 4 with discussion posts and replies  
3) Reading Questions 2 |
| 6    | 9/24/18 – 9/30/18 | Neurocognitive Disorders in Late Life                  | Ch. 9    | 1) Reading quiz 4  
2) Class Activity 5 with discussion posts and replies  
3) Reading Questions 3 |
<p>| 7    | 10/1/18 – | Exam 1 Available 10/1 at 9am until                      |          |                                                  |</p>
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<tr>
<th>Date</th>
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| 10/7/18    | 10/8/18 – 10/14/18      | Cognition and Aging                                                  | Ch. 7   | 1) Reading quiz 5  
2) Class Activity 6 with discussion posts and replies  
10/14: Interview Questions Due via Canvas Upload by 10/14 at 11:59pm (no reading questions this week) |
| 10/8/18    | 10/15/18 – 10/21/18     | Personality and Emotional Development                                | Ch. 5   | 1) Reading quiz 6  
2) Class Activity 7 with discussion posts and replies  
3) Reading Questions 4 |
| 10/9/18    | 10/22/18 – 10/28/18     | Mental Health and Aging                                              | Ch. 6   | 1) Reading quiz 7  
2) Class Activity 8 with discussion posts and replies  
3) Reading Questions 5 |
| 10/10/18   | 10/29/18 – 11/4/18      | Relationships, Families, and Aging: Changes in Roles with Aging      | Ch. 10  | 1) Reading quiz 8  
2) Class Activity 9 with discussion posts and replies |
| 10/11/18   | 11/5/18 – 11/11/18      | Exam 2 Available 11/5 at 9am until 11/11 at 11:59pm (Chapters 5-7 and 10) |         |                                                                      |
| 10/12/18   | 11/12/18 – 11/18/18     | Aging and the Legal System                                           | Ch. 14  | 1) Reading quiz 9  
2) Class Activity 10 with discussion posts and replies  
No reading questions (Veteran’s Day Holiday 11/12) |
| 10/13/18   | 11/19/18 – 11/25/18     | Aging, Work, and Retirement                                         | Ch. 11  | 1) Class Activity 11 with discussion posts and replies  
Thanksgiving Holiday 11/21-11/23 |
| 10/14/18   | 11/26/18 – 12/2/18      | Cultural Differences in Aging Experiences of                         | Ch. 13  | 1) Reading quiz 10  
2) Class Activity 12 with discussion posts and replies |
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<th>Ethnic and Sexual Minority Older Adults</th>
<th>3) Reading questions 6</th>
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<tbody>
<tr>
<td>16</td>
<td>12/3/18 – 12/9/18 (Last day of classes on 12/10)</td>
<td>Death and the Dying Process, Bereavement, and Widowhood</td>
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**Final Exam (Chapters 11-14): Available Dec 12th at 9am until Dec 18th at 11:59pm (120 minute time limit; not cumulative)**