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

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Mondays and Wednesdays 10:45-12 and by appointment

Class Days/Time: M/W 9:00-10:15
Classroom: Sweeney 435
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
Copies of the course materials such as the syllabus, lecture slides, etc. may be found on the Canvas website for this course (https://sjsu.instructure.com). PowerPoint slides will be available on Canvas. These materials are not meant to be a substitute for coming to class. Canvas will be used to turn in most major assignments for this class via upload.

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

CLO1: Understand the issues facing the aging population, including changes in our population’s aging demographics, adulthood changes in cognitive functioning, physical and mental health, personality, and social relationships, and issues around healthcare available to older adults. This CLO will be assessed primarily through class activities, exams, the discussion posts, and the older adult interview project.
CLO2: Understand the biopsychosocial model and how it applies to the study of aging. This CLO will be assessed primarily through exams and class activities.

CLO3: Be able to identify and discuss typical research designs used in the study of aging. This CLO will be assessed primarily through exams.

CLO4: Identify theoretical models relevant to aging (Erikson’s psychosocial theory, successful aging models). This CLO will be assessed primarily through exams and discussion posts.

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.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

This class has a total of 550 points:
1) Three Exams (Exams 1 and 2 @ 50 pts each; Exam 3 @ 60 pts) = 160 points

There will be three exams in this class. The first two exams will be 20 multiple choice questions and 3 essays worth 10 points each. The third exam (a semi-cumulative final) will be 60 multiple choice items. Half of the questions for this exam will be from Chapters 10-14 and half will be from the other chapters we covered earlier in the semester. This exam will be an open-book exam completed on Canvas during the last day of class. You will need to buy the appropriate Scantrons and two bluebooks in order to complete the first two exams. You will have the whole course period (1 hour, 15 minutes) to complete the first two exams. You will have the equivalent of two course periods to complete the final exam (9:00am – 11:45am). 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 prior to the day of the exam if you cannot make the exam time (for the above reasons only). The final exam will be available online via Canvas on Monday December 9th from 9:00 – 11:45. This is one of the days we will not be meeting in class. The exam will only be available during these times, so plan accordingly!

2) Older Adult Interview Project = 130 points total (20 points for turning in interview questions, 50 points for the group presentation, and 60 points for the final paper)

The major project for the class will be an interview with one 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 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. 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 relate your presentation material to the textbook readings and two peer reviewed articles published within the last five to ten 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 upload (via Canvas) 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. The group presentation will be graded as follows: 20 points for your individual slides, 20 points for your group presentation, 10 points for your presentation style/organization.

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 (can be the same ones used in the presentation). The group paper should not exceed 12 pages (excluding title page and references). One member of each group can upload the paper via Canvas.

The paper will be graded as follows: 10 points for your participation in the assignment, which is an average of your group work day points, 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 (December 6th). 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.

3) Class Activity/Group Work days = 80 points total (10 points each)

On 4 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, final papers, and presentations. You should come prepared to these meetings so that you can contribute to your group. Each group work day is worth 10 points. Your score on these days will be determined by your other group members. They will rate your participation in the group that day 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. Part of your grade for your paper will be determined by averaging your points for the group work days, so please be diligent in attending!

4) Online Discussion Posts and Replies (10 Posts and 10 Replies @ 20 points each) = 180 points (lowest post/reply combo dropped)

This class will use the Discussion feature in Canvas to facilitate discussion about the lecture and readings. Students will be required to make two posts per week – one individual post (usually about the readings; due by Sunday night at 5pm) and one reply to another student’s post (due by Wednesday at 9am). Each post needs to be at least 150 words and will be worth 20 points combined (10 each for the post and reply). You will receive one of three scores for each of your posts: 0 points, 5 points, or 10 points. Point values will be based on whether your post meets the content and word requirements and whether it shows evidence of reading and integrating the material. The specific prompt for the discussion posts (due Sunday by 5pm) will vary each week and will be posted by the instructor. Some posts will be responses to the readings, others will be about the interview project or the presentations. The 150 word limit applies to all posts regardless of topic. On the weeks when a post and reply is required, you will have access to the discussion thread from the Monday before the lecture (discussion board will open at noon) until the following Wednesday at 9am.

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 (550 points). I will use the following grading rubric. Please note that I do not round your grades:

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

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. 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 or phone 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. If you do not attend classes, you will 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.

**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](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 year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](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/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), 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 at 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 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 Accessible Education Center (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 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

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.
Psyc/Gero 114 / Psychology of Aging, Fall 2013, Course Schedule

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

**Please remember that discussion posts are due by Sunday at 5pm and replies are due by Wednesday at 9am. Discussion boards will be open the prior week from Monday at noon until the following Wednesday at 9am.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21/13</td>
<td>Introduction; Syllabus Review</td>
<td></td>
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<tr>
<td>2</td>
<td>8/26 and 8/28/13</td>
<td>Overall Themes &amp; Issues in Aging</td>
<td>M/W: Ch. 1</td>
<td>M: Post #1 Due W: Class Activity 1; Reply #1 Due</td>
</tr>
<tr>
<td>3</td>
<td>9/2 and 9/4/13</td>
<td>Models of Development</td>
<td>W: Ch. 2</td>
<td>M: NO CLASS W: none</td>
</tr>
<tr>
<td>4</td>
<td>9/9 and 9/11/13</td>
<td>Research Methods in Aging Research</td>
<td>M/W: Ch. 3</td>
<td>M: Post #2 Due W: Class Activity 1 (Pick a topic); Reply #2 Due</td>
</tr>
<tr>
<td>5</td>
<td>9/16 and 9/18/13</td>
<td>Physical Changes with Aging</td>
<td>M/W: Ch. 4</td>
<td>M: Post #3 Due W: Class Activity 2; Reply #3 Due</td>
</tr>
<tr>
<td>6</td>
<td>9/23 and 9/25/13</td>
<td>Exam 1 (Ch.1-4) Health and Prevention</td>
<td>M: none</td>
<td>W: none</td>
</tr>
<tr>
<td>7</td>
<td>9/30 and 10/2/13</td>
<td>Cognition and Intelligence</td>
<td>M/W: Ch. 6 and 7</td>
<td>M: Post #4 Due W: Class Activity 3; Reply #4 Due</td>
</tr>
<tr>
<td>8</td>
<td>10/7 and 10/9/13</td>
<td>Personality</td>
<td>M/W: Ch. 8</td>
<td>M: Post #5 Due W: Group Work Day 2 (Decide on the questions); Reply #5 Due</td>
</tr>
<tr>
<td>9</td>
<td>10/14 and 10/16/13</td>
<td>Social Interactions</td>
<td>M/W: Ch. 9</td>
<td>M: Post #6 Due W 10/16: Interview Questions Due; Class Activity 4; Reply #6 Due</td>
</tr>
<tr>
<td>10</td>
<td>10/21 and 10/23/13</td>
<td>Exam 2 (Ch.5-9) Mental Health and</td>
<td>W: Ch. 11</td>
<td>W: none</td>
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<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignments</td>
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<td>11</td>
<td>10/28 and 10/30/13</td>
<td>Work, Leisure, and Successful Aging</td>
<td>M/W: Ch. 10 &amp; 14</td>
<td>M: Post #7 Due W: Group Work Day 3 (Presentation planning); Reply #7 Due</td>
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<td>11/4 and 11/6/13</td>
<td>Long-Term Care/Nursing Homes</td>
<td>M/W: Ch. 12</td>
<td>M: NO CLASS W: none</td>
</tr>
<tr>
<td>12</td>
<td>11/11 and 11/13/13</td>
<td>Death and Dying</td>
<td>M/W: Ch. 13</td>
<td>M: Post #8 Due W: Group Work Day 4 (Presentation planning); Reply #8 Due</td>
</tr>
<tr>
<td>13</td>
<td>11/18 and 11/20/13</td>
<td>M: Presentations W: Presentations</td>
<td>none</td>
<td>M: Post #9 Due W: Reply #9 Due</td>
</tr>
<tr>
<td>15</td>
<td>12/2, 12/4/13</td>
<td>Out of Class Group Meetings for Group Interview Paper – PAPER DUE DEC. 6th BY MIDNIGHT VIA CANVAS – ONE UPLOAD PER GROUP</td>
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<tr>
<td>16</td>
<td>12/9/13</td>
<td>FINAL EXAM (30 Questions from Chs. 10-14; 30 Questions from Chs. 1-9): Multiple Choice, Open Notes, Available via Canvas from 9:00am – 11:45am</td>
<td></td>
<td></td>
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