

**San José State University
Department of Psychology
PSYC/GERO 114, Psychology of Aging
Summer 2020**

Instructor:	Erin Woodhead, Ph.D.
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Email:	Erin.Woodhead@sjsu.edu
Office Hours:	Via Zoom link: Tuesdays and Thursdays from 9-10am and by appointment
Class Days/Time:	N/A – Online Course
Classroom:	N/A – Online Course
Prerequisites:	PSYC 001

Course Format

This is an online course that is asynchronous, meaning that we have no live online meetings and you can work through the material at your own pace. Students need to have a reliable internet connection and a computer to access the course material. Students will need to download Respondus LockDown Browser in order to take the exams.

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.

CLO9: Choose behaviors to change that will improve your aging experience. Write about this through a final reflection paper.

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

Yochim, B. P., & Woodhead, E. L. (Eds.) (2018). *Psychology of Aging: A Biopsychosocial Perspective*. New York, NY: Springer. ISBN: 9780826137289

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 modules will include a reading quizzes, reading questions that you will complete and upload in Canvas, and class activities 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.
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.

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 356 points:

Assessment Items, Their Value, and Connection to Learning Outcomes				
	How Many?	% of Final Grade	Points	Relevant CLOs
Course Orientation Activities	3	15/356=4%	15 (5 each)	Preparation for an online course

Exams	2	100/356=28%	100 total (50 each)	CLOs 1-5, and 8
Quizzes	9	80/356=23%	80 total (10 each, lowest score dropped)	CLOs 1-5, and 8
Class Activities	10	50/356=14%	50 total (5 each)	CLO 6
Discussion Board Posts and Replies	10	50/356=14%	50 total (5 each)	CLO 7
Reading Questions	6	36/356=10%	36 (6 points each)	CLOs 1-5, and 8
Final Reflection Paper	1	25/356=7%	25	CLO 9

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** = 100 points (2 @ 50 points each)

There will be two open book, open notes exams in this class. You will need to use Respondus Lockdown Browser for the exams. Check Canvas for details about how to download this if you are not familiar with it. The exams 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 primarily from your weekly quizzes, so you should familiarize yourself with these questions prior to the exams. Short answer questions will come from the textbook, instructor lectures, and videos. You will have 2 hours to complete the exam. Please keep in mind that the clock will keep running if you log out of Canvas, so the exams will need to be completed in one sitting. There are no make-ups for the exams.

Final Examination or Evaluation

The final examination will be the second exam, which is not cumulative. The final exam will count the same as any other exam.

3) Reading Quizzes = 80 points (9 @ 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. Your lowest quiz score will be dropped.

4) Class Activities = 50 points total (10 @ 5 points each)

Discussion Posts and Replies about the Class Activity = 50 points (10 @ 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 Reflection Paper = 25 points

To apply information learned in this class, you will choose two behaviors to change in order to improve your aging experience. You will write about and reflect on how to make these changes in this final paper. You are expected to find two peer-reviewed articles that support the benefits of your proposed changes (one per change), plus citing the textbook.

Every student should have at least three APA-style references for this paper. Your paper must be in APA style, with a title page, running head, and references page. You do not need an abstract. The paper will be graded as follows: 10 points: Appropriate and relevant references, including reference to the textbook, 5 points: Two behaviors chosen that are relevant to the aging process, 5 points: Use of appropriate APA style, 5 points: Writing style is clear, grammar and other errors are minimal.

Grading Information

Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (356 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Psyc/Gero 114 / Psychology of Aging, Summer 2020, Course Schedule

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

All materials are available for the entire 5 week summer session (except for the exams). I encourage you to work ahead if possible.

Weekly Due Dates:

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

Week	Dates	Lecture Topic	Readings	Assignments
1	6/1 to 6/7	1) Introduction; Syllabus Review; Course Orientation 2) Introduction to the Psychology of Aging (Ch. 1) 3) Biological Theories of Aging (Ch. 2)	Ch. 1 and 2	<u>Introduction:</u> 1) Syllabus discussion post 2) Class Activity 1 3) Online Course Readiness Quiz <u>CH. 1</u> 4) Reading quiz 1 5) Class Activity 2 with discussion posts and replies <u>CH. 2</u> 6) Reading quiz 2 7) Class Activity 3 with discussion posts and replies 8) Reading Questions 1
2	6/8 to 6/14	1) The Aging Body and Age-Related Health Conditions; Prevention (Ch. 3) 2) Cognition and Aging (Ch. 7) 2) Neurocognitive Disorders in Late Life (Ch. 9)	Ch. 3, 7, and 9	<u>CH. 3</u> 1) Reading quiz 3 2) Class Activity 4 with discussion posts and replies 3) Reading Questions 2 <u>CH. 7</u> 1) Reading quiz 4 2) Class Activity 5 with discussion posts and replies

				<p><u>CH. 9</u> 1) Reading quiz 5 2) Class Activity 6 with discussion posts and replies 3) Reading Questions 3</p>
3	6/15 to 6/21	1) Personality and Emotional Development (Ch. 5) 2) Exam 1 available on Canvas from 6/18 at 9am until 6/21 at 11:59pm	Ch. 5	<p><u>CH. 5</u> 1) Reading quiz 6 2) Class Activity 7 with discussion posts and replies 3) Reading Questions 4</p> <p>EXAM 1: Chapters 1, 2, 3, 5, 7 and 9 (2 hour time limit)</p>
4	6/22 to 6/28	1) Mental Health and Aging (Ch. 6) 2) Relationships, Families, and Aging: Changes in Roles with Aging (Ch. 10) 3) Death and the Dying Process, Bereavement, and Widowhood (Ch. 12)	Ch. 6, 10 and 12	<p><u>CH. 6</u> 1) Reading quiz 7 2) Class Activity 8 with discussion posts and replies 3) Reading Questions 5</p> <p><u>CH. 10</u> 1) Reading quiz 8 2) Class Activity 9 with discussion posts and replies</p> <p><u>CH. 12</u> 1) Class Activity 10 with discussion posts and replies</p>
5	6/29 to 7/2	1) Cultural Differences in Aging Experiences of Ethnic and Sexual Minority Older Adults (Ch. 13) 2) Exam 2 available on Canvas from 6/29 at 9am until 7/2 at 11:59pm	Ch. 13	<p><u>CH. 13</u> 1) Reading quiz 9 2) Class Activity 11 with discussion posts and replies 3) Reading questions 6</p> <p>EXAM 2: Chapters 6, 10, 12, 13 (2 hour time limit)</p> <p>REFLECTION</p>

				PAPER DUE 7/2 by 11:59pm
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