Psychology of Aging Section 61

PSYC 114

Summer 2024   3 Unit(s)   06/03/2024 to 07/05/2024   Modified 05/21/2024

👤 Contact Information

Instructor: Erin Woodhead, PhD
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Office Hours: Tuesdays and Thursdays 10-11am on zoom: Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/81868257470?pwd=S09XQWZZcXRHWGE5NGVNd09aVERnUT09 Password: 896777
Class Days/Time: N/A (Asynchronous online class)
Classroom: N/A
Prerequisites: Psyc 001

🖥 Course Description and Requisites

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.

Prerequisite: PSYC 001.

Letter Graded

✳ Classroom Protocols

All course activities will occur online. There are no required in-person meetings for this class. Each week will correspond to a few modules in Canvas. The modules will include everything that you need to complete each week in the class. Each module will include the weekly assignments, 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 completing the relevant assignments each week. 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

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 (https://www.sjsu.edu/studentconduct/docs/SJSU-Student-Conduct-Code.pdf)](https://www.sjsu.edu/studentconduct/docs/SJSU-Student-Conduct-Code.pdf) and will be reported to the Office of Student Conduct and Ethical Development.

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. <u>You may not make audio or video recordings of this class</u>. 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.

▤ Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. 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.
3. Critical Thinking Skills. 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.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
   Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

▦ Course Learning Outcomes (CLOs)

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.

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.

📘 Course Materials

Psychology of Aging: A Biopsychosocial Perspective

- **Author:** Yochim, B. P., & Woodhead, E. L. (Editors)
- **Publisher:** Springer
- **Edition:** 1
- **ISBN:** 9780826137289
- **Availability:** SJSU Library
- **Price:** Free through the library

☰ Course Requirements and Assignments

Course Orientation Activities

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. 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. Finally, you will complete your first class activity that involves making a schedule of when you will do course assignments during a typical week.

Class Activities

Each week there will be an activity that goes along with the material we've been learning. The class activities may take some time to prepare (e.g., watching a video and writing a response), so please allow enough time. 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. You must follow all the instructions to receive a complete grade.

Discussion Board Posts

Each week you will be required to make a discussion board post and reply to another student's post. Discussion prompts will vary and will involve reflection on the material we've read. Replies and posts are due by Sundays at 11:59pm. The post and reply will be graded as complete if they are at least 150 words each and if they add substantially to the discussion (need to display some depth of thought).

Reading Questions

To facilitate critical thinking about the content of our textbook, on some weeks 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 four of the questions of your choice.** Reading questions will be graded as complete if you accurately express your understanding of a theory or concept in your own words, and attempt to connect it to other concepts learned in class. Reading questions are to be completed independently.

Booster Assignments

You can complete additional assignments to qualify for the grade boosters described in the grading contract section. **Please note that you will need to complete booster assignments if you want to get an A- or A in the course.** The additional assignments are listed below.

Older Adult Interview Paper: Interview an older adult age 65 or older about a topic covered in our course. Check with Dr. Woodhead about appropriate topics. You should ask 7-8 questions, and you should write the paper in narrative form (don't type out or list the questions and answers as a Q&A. Instead, organize them and write in complete sentences). Incorporate one relevant peer-reviewed article and reference to our textbook about why this topic is important to aging. Summarize concepts from the articles in your own words without copying sentences from the original articles or our book.

Healthy Aging Paper: Choose two health-related behaviors that you can engage in now to improve your aging experience. Describe the behaviors and describe why they are relevant to healthy aging. **Incorporate two relevant peer-reviewed articles and our textbook** to describe why they are relevant or important to aging. Summarize concepts from the articles in your own words without copying sentences from the original articles or our book.

Podcast Assignment: Choose 3 episodes from the 70 Over 70 podcast, listen to them, and write a summary of each episode. Incorporate reference to our textbook in terms of any topics that come up that are covered in our book.

Current Aging Research Assignment: Find three current peer-reviewed articles about aging, published in 2022 or later and write a summary of each article, similar to an annotated bibliography.

✔ Grading Information

Instead of a traditional grading rubric, this class uses a grading contract. Please review the below information about grading contracts and how our specific course grading will work.

How is a grading contract different from a traditional grading scheme? With a grading contract, students complete a set of core activities and achievements to earn a "baseline" grade in the class, and can raise their grade further by completing other achievements. Grades can also be lowered beyond the baseline grade if students fail to complete the core achievements.

Why use grading contracts? Grading contracts are intended to be more equitable to students by: a) giving students more control over the outcome they want from the course; b) reducing pressure around point deductions by making all assignments complete/incomplete; c) awarding credit for effort put into an assignment rather than arriving at the correct answer.

Grading Contract Details

Core Class Achievements

You will earn a course grade of B- in this class if you pass* ALL of the following core class achievements.

- Complete all 3 course orientation activities
- 6 out of 6 reading questions
- 5 out of 5 class activities
- 6 out of 6 discussion posts and replies

Grade Boosters

You will earn an additional half-letter grade (e.g., B- to B) for completing EACH of the achievements below. There are four boosters available. Please note that receiving an A+ grade will be left to the discretion of the instructor based on exceptional work. Therefore, you can complete up to four grade boosters.

- Complete as many of the 4 booster assignments as you'd like (podcast assignment, current aging research assignment, older adult interview paper, healthy aging paper). Details for each assignment are listed on Canvas in the Assignments section, with a link to a relevant google doc.

Grade Sinkers

You will lose half a letter grade for each instance where your course performance does not meet expected minimum standards. These are:

- Completing fewer than 3 out of 3 course orientation activities (one half grade decrease, regardless of how many fewer than 3 completed, e.g., 1 vs. 2)
- Completing fewer than 6 out of 6 reading questions (one half grade decrease, regardless of how many fewer than 6 completed, e.g., 1 vs. 4)
- Completing fewer than 5 out of 5 class activities (one half grade decrease, regardless of how many fewer than 5 completed, e.g., 1 vs. 4)
- Completing fewer than 6 out of 6 discussion posts and replies (one half grade decrease, regardless of how many fewer than 6 completed, e.g., 1 vs. 4)

*A note on what's considered "passing" in this class

- For ungraded (complete/incomplete) assignments, you must follow instructions specified in the assignment to pass. Each assignment's description lays out what is required to pass.
- Assignments must be completed on time to be considered passing, unless a student arranges an extension previously approved by the instructor.
- For all assignments and papers, a passing paper has very few words copied directly from the original material. This means that you use your own words to describe concepts and that you don't plagiarize

entire sentences from the original work. One full sentence copied and pasted from the original work is enough to qualify for plagiarism. See Canvas for more grading information on the papers (linked in each assignment's description)

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Weekly Due Dates: <u>**All assignments are due by Sundays at 11:59pm**</u>, except as noted on the syllabus

When	Topic	Notes
Week 1, June 3-9	Course Introduction, Chapters 1 (Intro) and 2 (Biological Theories)	Readings: Chapters 1 and 2 Assignments: Course orientation activities, Discussion Post Ch 1, Reading Questions Ch 1, Class Activity Ch 2
Week 2, June 10-16	Chapter 3 (Health), Chapter 7 (Neurocognitive Disorders), and Chapter 9 (Cognition)	Readings: Chapters 3, 7, 9 Assignments: Discussion Post Ch 3, Reading Questions Ch 3, Class Activity Ch 7, Discussion Post Ch 9, Reading Questions Ch 9
Week 3, June 17-23	Chapter 5 (Emotional Development), Chapter 6 (Mental Health), Chapter 10 (Relationships)	Readings: Chapters 5, 6, 10 Assignments: Class Activity Ch 5, Discussion Post Ch 6, Reading Questions Ch 6, Class Activity Ch 10
Week 4, June 24-30	Chapter 12 (Death and Dying) and Chapter 14 (Cultural Differences)	Readings: Chapters 12 and 13 Assignments: Discussion Post Ch 12, Reading Questions Ch 12, Class Activity Ch 13
Week 5, July 1-5	Chapter 11 (Work & Retirement)	Readings: Chapter 11 Assignments: Discussion Post Ch 11, Reading Questions Ch 11 **All Booster Assignments Due by Friday July 5 at 11:59pm**