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| stack_logo_gold_navy | Syllabus – Fall 2023  PSY 335 010 MC  Psychology of Aging  Fall 2023: Tues/Thurs: 12:30p –01:45p  Lawson Academic Center, 110 |

Instructor: Dr. Susana Solomon

E-mail: [Susana.solomon@reinhardt.edu](mailto:Susana.solomon@reinhardt.edu)

Office Location: Tarpley 205

Visiting Office Hours: MW: 10:00am – 12:00pm; Th 8:00a-12:00pm

Link to my calendar to schedule an appointment - <https://calendly.com/susana-solomon>

Walk-ins are also welcome ☺

Preferred method of communication: Email is the preferred method of communication. I usually respond to inquiries within 24 (M-F) and within 36 hours over weekends and/or holidays. ‘***Ask the Instructor***’ discussion board can also be used to post general questions related to the material.

Welcome to PSY 335 Psychology of Aging. I will be your instructor for this class. I have been working in and studying psychology for the last 20 years. I took my first psychology class as a dual-enrolled student in high school. I have always been intrigued by this subject matter. I enjoy seeing students discover that psychology has so many applications for everyday life, from memory tricks to environmental factors that influence human thought and behavior (sociology). I think you will be surprised at how often you will find yourself using information from this course in your day-to-day activities. I hope this course challenges you to critically analyze your environment and your own persona. Some of the material will stir curiosity, confusion, disagreement, and other various emotions. Bring your questions to class where we can further dive into the material collectively. I look forward to working with you this semester.

**Required Textbook**

Cavanaugh, J. C. & Blanchard-Fields, F. (2019). Adult development and aging (8th ed.) Cengage.

Check out VitalSource for access to the ebook. You will not need a physical copy of book. The book is listed for $50 for 180-day rental. - <https://www.vitalsource.com/products/adult-development-and-aging-john-c-cavanaugh-fredda-v9781337670128>

A screenshot of a book

Description automatically generated

You can also purchase a paper copy of the text through Amazon <https://www.amazon.com/Adult-Development-Aging-John-Cavanaugh/dp/1337559083/ref=sr_1_1?crid=3366IBW1Q8FDH&keywords=Adult+Development+and+Aging+8th+Edition&qid=1691606942&sprefix=adult+development+and+aging+8th+edition%2Caps%2C100&sr=8-1&ufe=app_do%3Aamzn1.fos.006c50ae-5d4c-4777-9bc0-4513d670b6bc>

**Course Description and Objectives**

During this course, students will learn to appreciate the significance of studying aging as a continuous process throughout life and how early life experiences and cumulative factors affect psychological health in the later years. Within this framework, students will also focus on healthy aging as opposed to the negative associations that aging often carries and how diverse the aging population actually is. Moreover, students will challenge themselves to investigate how different areas of study, particularly how the domains of psychology, aging, neuroscience, sociocultural, biology, and mental health fields, intersect and need to come together to functionally understand how psychological and aging processes unfold.

Please keep in mind that this is a 3-credit hour course. As such, you can expect to spend about 7.5 hours total (including class time) completing coursework.

**Course Goals**

1. Recognize stereotypes toward older adults.

2. Explain major theories and perspectives in psychological aging.

3. Recognize different research designs and methodological issues particularly important when studying aging.

4. Recognize changes in sensation/perception, health, and cognition with aging.

5. Identify how diversity (e.g., gender and ethnicity) affects the experience of aging.

6. Explain how aging affects personality, interpersonal relationships, and mental health.

7. Apply research knowledge about aging to practical problems faced by older adults.

8. Use critical thinking and effective written communication skills.

This course is designed to provide students an introduction and an overview of the aging process from a psychological perspective by studying such topics as major theories of aging, stereotypes about aging and older adults, changes in physical and mental health, cognition, personal transitions in later life, social relationships and sexuality during later life, and death and dying.

The underlying theme throughout the course will be the interaction among aging, physiological changes, cognitive changes, psychological changes, and society, and how the effects of aging affect behavior. Both scientific data and real-life examples will be integrated into a greater picture of what it is like to be an older adult in the 21st century.

The course deals with traditional areas of psychological research (e.g., neuroscience, perception, memory, relationships), but it will discuss the everyday problems faced by older adults (e.g., retirement, caregiving, the oldest old). The goal is for all of us not only to come to a better understanding of aging, but how we ourselves can age successfully.

**Assignments**

**Syllabus Quiz (5% of final grade)**

The course syllabus is a roadmap with directions for success in this course. Carefully read the entire syllabus and take note of important dates when discussion board assignments, quizzes, and exams are due. Just as you check a map for directions at various intersections along your journey, check the syllabus before each class for reading assignments and to gain an idea of the day's topic. If something is unclear, talk to the professor to gain clarity or to further understand an assignment or topic. The syllabus quiz will contain approximately 10 questions drawn directly from the syllabus.

## **Engagement/ In Class Participation (5% of final grade)**

Coming to class offers several benefits for students, which contribute to a more successful and enriching academic experience. Here are some key advantages of attending classes regularly:

1. **Active Engagement**: Attending class allows you to actively engage with the material being taught. You can participate in discussions, ask questions, and receive immediate feedback from your instructor, which enhances your understanding of the subject matter.
2. **Structured Learning**: Classes are typically structured to follow a curriculum or syllabus. Attending class ensures that you receive information in a logical and organized manner, making it easier to follow the progression of the course.
3. **Clarification of Concepts**: Instructors can clarify complex concepts, provide real-world examples, and address any misunderstandings you might have. This personalized guidance is valuable for grasping difficult topics.
4. **Interaction with Peers**: Classroom environments encourage interaction with fellow students. This interaction facilitates the exchange of ideas, perspectives, and even collaborative learning experiences.
5. **Motivation and Discipline**: Attending class fosters a sense of routine and discipline. Knowing that you have regular class commitments can help you manage your time effectively and stay motivated to keep up with the coursework.
6. **Immediate Clarification**: If you have doubts or questions about the material, you can get them clarified during the class itself, rather than waiting until later when you might forget the specifics.
7. **Stay Updated**: Class discussions and lectures often include the latest developments and trends in the field, keeping you up-to-date with the most current information.
8. **Experiential Learning**: Some subjects involve hands-on or practical activities that can only be experienced in a classroom setting. For example, lab experiments, group projects, and presentations are integral to certain courses.

It's important to note that while attending class offers numerous benefits, it's also crucial to find a balance between attending class and managing other responsibilities. Sometimes, circumstances might prevent you from attending every single class, so communication with the instructor and staying on top of the material through self-study is also important. For our class, students will receive points for in-class participation and engagement (5% of final class grade).

## **Bi-Monthly Chapter Quizzes (24% of final grade)**

The course material is divided into 14 chapters and, consequently, 7 quizzes. The lowest **(1)** attempt/score will be **dropped from your final grade;** therefore, only 6 quizzes will count towards final grade. You will be required to complete a quiz bi-monthly (every other week) according to the schedule listed in this syllabus. All quizzes will be delivered online in CANVAS and links to each quiz will be available in the appropriate learning module folder. Students will be allowed two attempts to take the quiz and the highest score will be recorded. Late attempts will not be accepted. Please be sure to complete all assignments on time. Each quiz is open book/open notes, and consists entirely of multiple-choice questions. Additionally, all quizzes will be timed – you will have 25 minutes to complete each quiz. Note: You will not be allowed to submit or revise any your answers once the time limit is reached

**Writing Assignment (Interview an older adult aged 65 or older) (20% of final grade)**

Each student will speak to an older adult aged 65 or older using a list of questions provided at the end of the syllabus. This writing assignment is designed to help you recognize and respect human diversity (specifically among individuals of advanced age), to think about and explain how individual differences influence beliefs, values, and interactions, and to understand how ageism affect self and others. Type a 5-page (double-spaced) summary of your interview and turn your paper into CANVAS before the start class by the due date in the syllabus. The writing assignment will be worth 100 points. Detailed interview guidelines and grading criteria for the writing assignment will be posted on CANVAS. LATE SUBMISSION will not be accepted.

**Collaborative Research Team Poster (20% of final grade)**

Each student will be assigned to a collaborative research team that will be responsible for analyzing and interpreting a specific portion of the interview findings and presenting their findings as a poster display at the last scheduled class session (see separate instructions). Each group will then receive a total score its poster display that can range from 0 to 100 points. In turn, this score will be calculated as 20% of each student’s total grade.

**Research Team Contribution (10% of final grade)**

Each student will be rated by their peers regarding their contribution to the collaborative team research project. Teammates will anonymously rate each other on critical dimensions of completing the assignment with total scores ranging from 0 to 100 points. This will comprise 10% of each student’s final grade.

**Final Exam (16% of final grade)**

The final exam will be cumulative and will cover the entire semester’s work and course subject matter. This includes chapters 1-14. The final exam will be in class and you will have 60 minutes to complete 50 questions multiple choice. The exam questions will be light on definitions and heavy on applying concepts. The format may be any combination of multiple choice and short answer questions. These assessments will cover concepts from posted lectures, supplementary content, and other learning module materials. The exam will include multiple-choice and short-answer questions. Please bring your laptop to class. If you need a paper copy of the exam, please notify me at least one week before the final exam.

**Course Policies**

## Class Method and Participation:

In order to create the most effective classroom experience, I encourage all students to actively participate in class, including contributing to discussion, asking questions, and responding to ideas presented in class. This type of active participation is both a better way to learn and a lot more interesting than simply listening to lectures! I do understand that students can sometimes feel anxious to speak up in class (I was there too). If this applies to you, please feel free to come talk to me. I have strategies that worked for me and I would be happy to share them with you!

Please note that participation during classes is intended to be a learning activity. Your comments in class are not expected to always be correct. Making mistakes is a part of the learning process! Some of this material is complex and a certain degree of confusion, uncertainty, or misinterpretations is to be expected. In addition, sometimes there will not be “right” or “wrong” answers – just points of view. So, please do not be afraid to share your thoughts during class. However, I do expect all students to be respectful of others’ views. Remember, we all come from different walks of life.

Classroom Environment

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from one another. Please respect each other’s opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Attendance

Attendance is highly encouraged, and regular studying and active participation will be rewarded. Every day, I will ask review questions, class participation questions, and other sorts of questions to enhance your learning and understanding of the material. Review questions will come from the text and the notes, and will be graded on correctness; the other questions will be graded on participation. There are opportunities for extra credit throughout the semester, but you must be in-class to receive credit. I will be using a sign-in sheet or QR code at the beginning/end of each class to track attendance.

## Late Work / Missed Deadlines

Missing any of the assignment deadlines listed herein may prevent your successful completion of the course. If you foresee difficulty of any type (i.e., hospitalization, employment change, etc.) that may prevent completion of this course, please notify me as soon as possible with an explanation. I understand life happens and I will gladly work with you to troubleshoot the issue. If warranted, I will re-open an assignment and you will be required to complete the assignment within **24 hours** of the time stamp on my reply to your email message.

Plan to complete all course discussions, assignments, and assessments *at least* several hours prior to the posted deadlines. By electing to wait until the "last minute" to complete these assignments, you may invoke **Murphy's Law** ("If anything can go wrong, it will"). There are no extra credit opportunities in this class. However, as mentioned early on in the syllabus, the lowest scores on 7 launchpad assignments and 2 launchpad quizzes will not count against your final grade. This “extra cushion” was intended to alleviate some stress when life-situations happen. If you ever have a question or concern (no matter how small or complex), I am only an email away and I am more than happy to lend a hand or a listening ear. ☺

## Grade Appeals / Policy

If, for any assignment, you feel that the grading policy was unfair in some way, then you must make your case to me in writing via email. I will not respond to verbal complaints about grades. These emails must be received within one (1) week of the posting of your grade; do not wait until the end of the semester.

Once computed and verified, all course grades are final and will not be changed. Every semester, a student approaches me with a request that I raise his or her grade (because she or he will be placed on probation, because he or she will lose their Hope scholarship, because she or he won't be able to graduate as planned… or be accepted into graduate school, & etc.). Please do not ask me to change your grade and know that I have never adjusted a student's grade for any of those reasons. Doing so would be unethical on my part and unfair to other students enrolled in the class.

## Incomplete Grades

A grade of “I” indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. In other words, the grade of “I” is only awarded for emergencies and not for academic difficulty.

The specified time limits to have an “I” grade removed are as follows:

* The course requirements must be completed, as agreed upon between the student and the faculty member, by the end of the next semester or term student is enrolled in order for the grade of “I” to be removed.
* If the student fails to enroll within one calendar year from the end of the semester or summer term in which the “I” was originally assigned and does not complete the course requirements, then the “I” will be changed to an “F”.

The “F” grade is assigned for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F”) and the cumulative and adjusted grade point average will be recalculated accordingly or, the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”).

Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. An “I” cannot be removed by re-enrolling in the course.

Plagiarism and Cheating

According to the Student Code of Conduct: No student shall receive, attempt to receive, knowingly give, or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

AI Use Allowed, but Not Required:

In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the Code of Academic Integrity.

Religious**/**Cultural Observances

I want to ensure that I honor your ability to engage in any religious/cultural observances that are not included in the Reinhardt U. calendar. If there are religious/cultural observances that may impede your ability to complete an assessment prior to the due date, please reach out to me in advance and we can discuss alternative options. If I am contacted after a deadline has passed, no exceptions will be made.

**Evaluation and Grading Policies**

I generally post all grades within one week of an assignment’s due date. Final course grades will be available in CANVAS and on your online transcript. Grades will not be provided via phone, email, or other electronic means, and will be assigned as follows:

| Graded Activity | Percentage |
| --- | --- |
| Syllabus quiz | 5 |
| Class Participation | 5 |
| Chapter Quizzes (6/7) | 24 |
| Interview with older Adult | 20 |
| Research Team Poster | 20 |
| Research team contribution | 10 |
| Final Exam | 16 |
| Total Possible Points | 100 |

| **Grading Scale** | **Points** | **Description** |
| --- | --- | --- |
| A (90 – 100%) | 900-1000 | Excellent |
| B (80 – 89%) | 800-899 | Very Good |
| C (70 – 79%) | 700-799 | Average |
| D (60 – 69%) | 600-699 | Below Average |
| F (59% or Lower) | ≤ 599 | Failing |

*I will round up grades if they are > or = .5 or above, for example, an 89.6 is an A, but 79.2 is a C.*

**General University Administrative Policies**

This section contains policies that apply to all courses and are set forth by the University. All policies are detailed in the Academic Catalog (and those policies shall apply).

University Covid 19 Statement: Important: All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: https://www.reinhardt.edu/back-to-campus

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

[publicsafety@reinhardt.edu](mailto:publicsafety@reinhardt.edu)

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Office of the Provost

provost@reinhardt.edu, 770-720-9102

College Policy on Attendance: In accord with the Reinhardt College Academic Catalog, regular attendance at scheduled classes and examinations is each student’s obligation. Regarding excused absences as defined in the Catalog it is the responsibility of the student to have the excuse approved by the instructor before the absence and to complete all of the assignments. Emergency absences as defined in the Catalog are excused at the discretion of the instructor and only if the student makes his or her situation known immediately upon returning to class.

College Policy on Withdrawals: If a student drops a course during the first week of classes, the course will not be reflected on the transcript. After this, students may formally withdraw from a course and receive a grade of W up until the date set in the Academic Calendar. It is the student’s responsibility to complete the necessary steps to officially withdraw from the course. This institution does not have instructors complete “administrative withdrawals” for non-attendance. Therefore, if it is your intention to drop a class, you need to complete the required steps to formally withdraw from the course. The student is responsible for understanding the implications that may occur from dropping one or more courses (examples: financial aid, housing, health and/or auto insurance eligibility, and others).

Notice of ADA: If you have a disability which may require assistance or accommodation, or if you have any questions related to any accommodations for testing, note takers, readers, etc.; please speak with me as soon as possible.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

Center for Student Success: The Center for Student Success (CSS) is located on the upper (top) floor of the library, Room 313. CSS offers free peer and faculty tutoring for all subjects. For appointments, go to Reinhardt webpage and click Center for Student Success.

Academic Integrity: Academic dishonesty and penalties as defined in the Academic Catalog will be strictly enforced. All acts of academic dishonesty will be reported to the administration.

All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code. Also, all students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalog and in the Student Handbook. Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this course or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

Consequences for cheating or plagiarizing:

a) I expect all students to uphold the highest standards of academic honesty and integrity. Acts of academic dishonesty include plagiarism, cheating, unauthorized collaboration, and falsification. Working together with classmates is acceptable and even encouraged, but all assignments submitted for a grade should reflect your own efforts (and writing). It is fine to discuss questions and topics with your peers, is it academic dishonesty to copy someone’s work (this includes information from the internet that is not properly credited). The penalty for academic misconduct in this course varies from a 0 on the assignment to a failing grade in the course, depending on the severity of the offense and the student’s history of academic conduct. Disciplinary action may be taken in addition to the academic penalty if the instructor, department, or college feels such action is warranted.

b) The Office of the Vice President for Academic Affairs will be notified of actions taken against students who violate the academic integrity policy, which may result in further consequences, including designation of “academic warning” on your official transcript, academic suspension, or expulsion for academic reasons.

**Additional Administrative Policies**

Participation and Assessments Policy:

* **Students are expected to attend all class meetings and/or participate as required for this class.** 
  + It is the responsibility of the student to account for instructional time missed and to gather and present the proper documentation for make-up work allowed at the discretion of the instructor.
* **Student Athletes** – It is strongly encouraged to complete assignments/quizzes/exams before their due date if you have an upcoming game/event. Planning ahead is planning for success! I understand you may miss class due to games/events. I take attendance for tracking purposes. You do not need to submit an excuse or note for missed class. You are ultimately responsible for any notes or information missed. Some of our exams are IN-CLASS. As such, be sure to pre-arrange with the instructor (me) a time to make up the exam **BEFORE** the exam due date.
* **Assessments include, but are not limited to: tests, quizzes, assignments, discussion boards, course activities, midterms, and finals**.
* **Students are expected to arrive no later than the scheduled start of class time for on-campus assessments. No tests will be given out after the first student has completed and turned in their test.**
* **Students are expected to complete all assessments prior to the due date and time assigned by the instructor.**
  + Any assessments that are not submitted prior to the due date / time will be graded as a zero. No late assessments are accepted.
  + Online assessments will open and close during the availability period set by the instructor.
  + Students will need a reliable computer and internet access for assessments.
  + The following are **NOT** considered valid excuses to miss any assessment.
    - Did not know availability date / time / deadline.
    - Did not read emails or announcements.
    - Failure to obtain textbook.
    - Scheduled vacations, sporting events, voluntary obligations, work-related activities, external school activities, transportation issues and other similar situations.
    - Inadvertent keystrokes.
    - Incompatible web browsers.
    - Attempts on mobile devices.
    - Loss of internet / computer / email access.
    - Other user-related technical difficulties.
* **Assessments will be issued by the instructor and student participation is required.**
  + No assessments will be delivered before or after the scheduled availability period.
  + Assessment notifications may be announced during class meetings, emailed to students, or posted in CANVAS Announcements.
  + It is the responsibility of the student to attend all scheduled classroom meetings, read announcements and emails, check college e-mail accounts daily, and be present for all course assessments.
  + Instructors are not required to provide advance notification of in-class assessments.
* **Students anticipating an unavoidable situation beyond their control that prevents them from completing assessments as scheduled should contact the instructor in advance and provide supporting documentation as soon as possible.**
* **If the student does not submit assessments as scheduled by the instructor a grade of zero will be issued.**

In the case that a student unavoidably misses an assessment delivered in class or online, to be considered eligible to complete the missed assessment, the student **MUST:**

* ***Inform instructor of circumstances immediately upon return from absence (or within 48 hrs. of expiration of due date of missed assessment) and request an opportunity to complete the missed assessment.*** 
  + If a student fails to inform instructor and requests an opportunity to complete the missed assessment within 48 hours of the missed assessment due date, the instructor may deny the student’s later request.
* ***Establish that the absence or failure to submit the assessment was caused by an unavoidable situation that was beyond the control of the student.*** 
  + Scheduled vacations, travel, voluntary obligations, work-related activities, transportation issues and other similar situations are not considered beyond the control of the students.
  + Assessments will not be rescheduled to accommodate planned or voluntary absences by the student.
  + Technical difficulties (including but not limited to: internet interruption, unavailability or unreliability, inadvertent key strokes, failure to access email, incompatible web browsers, failure to successfully access Canvas or other third-party learning management systems, attempts on mobile devices, and other user-related technical problems) will not be considered valid excuses for failure to complete assessments on time.
  + ***Present documentary, dated, verifiable evidence provided by an independent, professional source that establishes student was unable to complete the missed assessments throughout the entire period of assessment availability.***
  + This source may be a doctor, government agency, or a professional organization or institution.
  + Documentation must be on full-page professional letterhead with contact information. Any privileged information may be redacted. The documentation must clearly show a range of dates for which the student is claiming an excused absence.
  + Accommodations for chronic illness can be provided, if college approved. Students may apply for accommodations by contacting the Academic Support Office. Without approved accommodations, instructors may not offer make-up dates for assessments missed.
  + Statements by students, family members, friends or associates, are not considered documentary, verifiable evidence provided by an independent, professional source.

In the event the student immediately informs the instructor of the absence and requests an opportunity to complete the assessment, establishes that the absence was unavoidable and presents supporting, documentary evidence, the student may, at the instructor’s discretion, be allowed to complete the missed assessment(s). This assessment(s) should be completed by the student no later than the next class meeting, due date of the next assessment, or at a time scheduled by the instructor.

**Course Schedule**

**Week 1- August 14**

Review of Chapter 1: Studying Adult Development and Aging

Syllabus Quiz – August 18

**Week 2 – August 21**

Review of Chapter 2: Neuroscience as a Basis for Adult Development and Aging

Chapter 1 & 2 Quiz – August 28

**Week 3 – August 28**

Review of Chapter 3: Physical Changes

***Student has an interview scheduled with an older adult.***

**Week 4 – September 5**

Review of Chapter 4: Longevity, Health, and Function

Chapter 3 & 4 Quiz – September 11

(Guest Speaker)

**Week 5 – September 11**

Review of Chapter 5: Where People Live: Person-Environment Interactions.

***Interview with Older Adult Due September 14 at 1159p in Canvas***

**Week 6 – September 18**

Review of Chapter 6: Attention and Memory

Chapter 5 & 6 Quiz – September 25

**Week 7 – September 25**

Review of Chapter 7: Intelligence, Reasoning, Creativity, and Wisdom

Group Research Poster – Research Question Created

**Week 8 – October 2**

Review of Chapter 8: Social Cognition

Chapter 7 & 8 Quiz – October 9

Group Discussion of Central Themes from “Interview with Older Adult”

**October 4-6: Fall Break / No Classes**

**Week 9 – October 9**

Review of Chapter 9: Personality

Group Discussion to create outline for poster & assign tasks among members

**Week 10 – October 16**

Review of Chapter 10: Clinical Assessment, Mental Health, and Mental Disorders

Chapter 9& 10 Quiz – October 23

(Guest Speaker)

**Week 11 – October 23**

Review of Chapter 11: Relationships

Submit Outline and Draft of Literature Review to Dr. Solomon (print & submit in class)

**Week 12 – October 30**

Review of Chapter 12: Work, Leisure, and Retirement

Chapter 11 & 12 Quiz – November 6

**Week 13 – November 6**

Review of Chapter 13: Dying and Bereavement

(Guest Speaker)

**Week 14 – November 13**

Review of Chapter 14: Health Aging

Chapter 13 & 14 Quiz – November 20

In-Class Poster Presentations

**Week 15 – November 20**

In-Class Review of Chapters 1-14

**Week 16 – Final Exam Week**

**Final Exam – November 28**

Important Dates:

August 14: First Day of Classes

August 21: Last day of Drop/Add Period

September 4: Labor Day / School Closed

October 4-6: Fall Break

October 5: Mid-term Grades Due

October 10: Last day to Withdraw with “W”

October 16 -27: Advising and Registration for Spring 2024

November 21: Last day of Classes

November 22-24: Thanksgiving Break

November 27- December 1: Final Exam Week

December 4: Final Grades Due

**Writing Assignment (Interview an older adult aged 65 or older)**

(20% of final grade)

Due Date:

Points Possible: 100

Submission: Canvas Assignment (5 pages, 12-font, double spaced)

Note: Students are expected to submit the permission form (pdf, jpg file) along with a report. The report without the permission form will not be graded.

**Directions:** Before you begin this assignment, you need to read the related chapters. For this assignment, you will interview an individual who is 65 years old and up. It could be a family member, friend of the family, or just an acquaintance. You will interview an individual using the required questions below. Then you write up your findings using the following parts.

**Part I: The person you interviewed**

Please keep in mind as you prepare, try and keep the interview going for at least half an hour, be respectful to your subject. Provide sufficient information of your subject, you should include gender, approximate age, and relation to you, how you approach/arrange an interview. You should explain the reason you chose this person to interview, while keeping his or her identity confidential unless your subject gives you written permission to share his or her identity. It is important to maintain confidentiality of your subject. You may use pseudonym.

**Part II: Setting**

This part should be one paragraph, explain and provide an overview of environment. This may include descriptions of the physical setting, when and where the interview took place, how long the interview was, and give an overview of what happened. It should give sufficient background information so the reader can understand the context for the remainder of the report.

**Part III: Interview Transcript**

You are expected to conduct an interview and then to write the interview transcript word by word in this part.

Instructions to conduct the interview

1. Please make every attempt to locate your interviewee, and schedule an interview at least a week prior to due date, in order to give yourself time to transcribe an interview and write a report. Everyone is getting busy toward the end of the semester, time conflict may occur, and the interviewee may not be available.
2. Getting ready, prior to the interview, you are expected to have a notebook, a pen or pencil, a list of questions, and recording device.

***Scenario 1: Recording an interview***

You MUST get permission from the interviewee to audio record the interview prior to the interview begins. Be sure to explain that you are using the voice-recorder so you will have details for the assignment you need to write. If he or she does not want you to record the interview, then you cannot record it. You should respect that, you may choose **Scenario 2.**

If the interviewee gives you a permission to record the interview, you explain the purpose of the interview and how you plan to use the information you gather. Make sure your equipment works and you know how to use it. Then you may begin the interview.

You will transcribe the interview data from your recorder for the report in part 3. You may begin Part 3 with a statement to the effect that you have your interviewee’s permission to record the interview and this is an exact transcript of the interview recording. You can use “Interviewer:” or “Interviewee:” to order your transcript.

**For example:** Part 3 Transcript of my interview

I have the permission from my interviewee to record the interview. The following is an exact transcript of the interview recording.

*Interviewer:* May I have your permission to record this interview?

*Interviewee:* Yes, it is fine with me. *Interviewer*: ….Question 1… *Interviewee*:…..Answer

***Scenario 2: Note Taking Interview***

If you do NOT have his or her permission of voice recording, you shall respect your

interviewee’s choice. Then politely ask your interviewee; 1) whether he or she would allow you to take notes during the interview, 2) whether he or she would go over your notes with you at the end of the interview to make sure what you wrote down is exactly what he or she wanted to express, 3) whether he or she would approve your notes by signing a verification form for you.

If your interviewee answers “YES” to these three questions, then you may begin the interview and take notes. After completing the interview, then review your notes with your interviewee to make sure what you wrote down is exactly what your interviewee wants to express. Ask your interviewee to sign the verification form. Your summary based on the approved notes will be your part 3 report.

If you are using this option, please begin Part 3 with a statement to the effect that you have your interviewee’s permission to take note and your interviewee has signed the verification form for you. Then, you need to present the questions in the order you asked. Each question must be

followed by the summary of your interviewee’s answer.

**For example:** Part 3 Summary of my interview

I did not have the permission from my interviewee to record the interview. However, I do have his/her permission to take notes. My interviewee has also signed the verification form for me. The following is a summary of my interviewee’s answers to each question approved by him/her

*Interviewer:* May I have your permission to record our interview?

*Interviewee:* No.

*Interviewer:* May I have your permission to take note during the interview?

*Interviewee:* Yes.

*Interviewer:*…Question 1

*Interviewee:*….Answer 1..

*PLEASE NOTE: If the answer is “NO” to both scenarios, you need to thanks the person and respect his or her decision. Then you may begin to look for an appropriate person for this assignment.*

**Interview Questions** (Required interview questions are as follows. Please paraphrase those questions if needed and/or elaborate those questions with examples to help your interviewee understand. In addition to the required interview questions, you are required to ask follow-up questions based on your interviewee’s response. Also, you can ask questions of your own in addition to the required questions.)

1. What are some of your favorite memories from early childhood? (Ask follow-up questions if needed).
2. What are some of your memories as you grew up and attended school? (Ask follow-up questions if needed).
3. What do you remember from your early adult years? (Ask follow-up questions if needed).
4. What are your best memories from your middle adult years? (Ask follow-up questions if needed).
5. What were some difficulties during the middle years? (Ask follow-up questions if needed).
6. If you could change one thing about your life, what would it be? (Ask follow-up questions if needed).
7. What are the best and most difficult aspects of growing older? (Ask follow-up questions if needed).
8. What helps you cope with growing older? (Ask follow-up questions if needed).
9. What suggestions do you have for me about growing older? (Ask follow-up questions if needed).

**Below are some of the additional questions you may consider (not required):**

* 1. What are some of your favorite memories from early childhood?
  2. What are some of your memories as you grew up and attended school?
  3. What do you remember from your younger adult years?
  4. What are two of the most important changes you have seen in the world in your lifetime?
  5. What is the most important historical event or period of time that you have lived through? How did it influence you personally?
  6. What are your best/worst memories from your middle adult years?
  7. What do you like the best about this time in your life?
  8. What were some difficulties during the middle years?
  9. Has retirement been a good or bad experience?
  10. What advice about preparing for retirement would you give to young adults?
  11. If you could change one thing about your life, what would it be?
  12. What are the best and most difficult aspects of growing older? What helps you cope with growing older?
  13. How are young people today different from when you were their age?
  14. What people do you think influenced you the most in your life? Why were these people important?
  15. What suggestions do you have for me about growing older?

**Part IV: Reflection**

This part you should provide (1 page). You should provide comprehensive reflection about the experience of conducting this interview. What have you learned from this experience? You should discuss personal reaction including at least two theories in this part.

**GRADING CRITERIA:**

This assignment will be graded on the quality of your interview, writing, organization, and depth of thinking.

**Rubric for Evaluating Interview Assignments**

**Quality of the interview**

The written interview clearly demonstrated the interviewer’s effort in communicating with the interviewee, learning and understanding developmental issues from a cultural perspective. (Such efforts may include but no limit to respecting the interviewee, asking all the required interview questions, and asking necessary follow-up questions.

**Writing**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (grade 11-12) will be used to determine the quality of writing of the interview assignment.

**Organization**

The interview is organized according to the assignment instruction.

**Depth of thinking**

The written interview clearly demonstrated the interviewer’s broader understanding attributed to this experience as evidenced by the reflection and application.

5 points - It meets all the requirements. 4 points - It meets most requirements. 3 points - It meets some requirements. 2 points - It meets few requirements.

1 point – It meets very few requirements.

0 points - It does not meet any requirements.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | 5 | 4 | 3 | 2 | 1 | 0 |
| Quality of the interview |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |
| Organization |  |  |  |  |  |  |
| Depth Thinking |  |  |  |  |  |  |

**SUBMISSION:** Please use the required template. Save your work either as Microsoft Word document (.doc), or rich text format (.rtf), **and submit it on CANVAS along with the attachment of verification form (jpg, pdf, or image file is acceptable).**

**INFORMED CONSENT FORM**

Name of Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Interview: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Interviewer (student): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for agreeing to participate in this interview. This form details the purpose of this interview, a description of the involvement required and your rights as a participant.

The purpose and benefits of this interview is:

* To recognize and respect human diversity (specifically among individuals of advanced age), to think about and explain how individual differences influence beliefs, values, and interactions, and to understand how ageism affect self and others.
* To gain insight into lifespan development, memory processes, coping mechanism, and other effects of aging on cognitive and emotional aspects.
* To examine the effects of historical events and societal changes on a person’s life, contributing to a broader understanding of human behavior across generations.

Please consent to one of the following methods for the interview

Audio recording of the interview (preferred method)

Note-taking interview

You are encouraged to ask questions or raise concerns at any time about the nature of the interview or the methods I am using. Please contact me at anytime at the e-mail address or telephone number listed below. You may also contact my professor, Dr. Susana Solomon, if you have any questions or concerns. Her information is also listed below.

Our discussion will be audio taped to help me to better capture your insights in your own words. The tapes will only be heard by me for the purpose of this assignment. If you feel uncomfortable with the recorder, you may ask that it be turned off at any time. You also have the right to withdraw from the interview at anytime. In the event you choose to withdraw, all information provided (including the audio recording) will be destroyed and omitted from the final paper.

Insights gathered by your interview will be used in writing a research report, which will be read by my professor and presented to PSY 335 Psychology of Aging class. Though direct quotes from the interview may be used in the paper, your name and other identifying information will be kept anonymous.

By signing this consent form you certify an understanding and agreement to these terms.

(Participant Signature) (Date)

Student Name:

E)

Ph)

Professor Name: Dr. Susana Solomon

E) [Susana.solomon@reinhardt.com](mailto:Susana.solomon@reinhardt.com)

Ph) (541) 231- 4423