COURSE SYLLABUS
Psy 442.1001 Psychology of Aging
Fall Semester, 2016
University of Nevada, Las Vegas

CATALOG DESCRIPTION

Exploration of the changes that occur in late adulthood. Areas of study include physiology, sensory and cognitive processes, personality, psychopathology, and death and dying.

COURSE OBJECTIVES

Students will be able to:

1. Explain the basic theories and fundamentals of the psychology of aging
2. Conceptualize later life as part of a developmental process
3. Challenge personal stereotypes of aging while gaining an understanding of normal and abnormal processes in multiple realms (e.g. physical, cognitive, social) during later life
4. Discuss the potential influence of public policy, law, and politics on older adults’ quality of life
5. Act on material learned learn in this class to influence their development as adults in a way that is meaningful and desirable for them.
6. Think critically about issues pertaining to aging;
7. Promote positive attitudes toward aging and elders;
8. Prepare students to age successfully themselves.

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.

INSTRUCTIONAL MATERIALS


CLASSROOM ACTIVITIES

Lectures. A majority of the classroom time will be used to present lecture material. The lectures will elaborate on some of the more important and/or difficult topics in the text. The lectures are supplemental to the text and they will contain information that is not found in the textbook. Show up to classes.
Discussion. Spontaneous discussion is strongly encouraged and valued. You are encouraged to ask questions and to add your own experiences to the class discussion. You should feel free to challenge and disagree with me.

Other activities. There will be some class demonstrations and various opportunities for student participation in activities such as critiquing experiments and watching relevant videos.

ATTENDANCE

Regular class attendance is essential. Poor attendance is very strongly associated with poor grades. If you miss a class, you are responsible for obtaining the information conveyed in the lecture. You must inform me of planned absences before you miss an exam; failure to do so will result in a 0 for the missed exam. Emergencies will be considered on a case-by-case basis, and will require documentation.

OFFICE HOURS AND EMAIL

Hours: By email appointment – I share an office, so please give me a heads up so I can reserve the space. This also gives me enough time to help you with your problem (i.e., contacting OIT support, bringing up your grade information). The best way to reach me is at amanda.pasinski@unlv.edu – emailing through webcampus goes directly to that account, and all replies will go to your rebelmail.

COURSE REQUIREMENTS AND GRADING

Weekly quizzes. There will be weekly quizzes on WebCampus. Each quiz will cover the previous week’s lectures and readings, and will be available online until Sunday night at midnight (Webcampus counts midnight as 11:59 pm). Each quiz will be 10 questions, amounting to 10 points each, and should not take more than 15-20 minutes to complete. I will drop your lowest quiz grade; therefore, I will NOT allow any make-ups. If you miss a quiz, that becomes your dropped grade. Remember once a quiz has been closed, it remains closed! SAVE YOUR ANSWERS AS YOU COMPLETE YOUR QUIZ. Should you have any technical problems with the quiz, contact Webcampus support for a ticket #. I will only allow extensions if you contact me with that # BEFORE the quiz closes. DO NOT WAIT UNTIL SUNDAY AT 10pm TO START YOUR QUIZ.

Examinations. There will be four exams, covering 3 chapters each. Test number 2 will cover 4 chapters. The final exam is not cumulative. Each exam will be worth approximately 75 points each. The exams will mostly consist of objective items (multiple-choice) and some short-answer essay questions. Tests will come with answer sheets.

Older Adult Interview. How have older people today handled aging? Now is the time to find out. This assignment requires you TO TALK DIRECTLY (either in person, via telephone or email) to an older relative - at least 66 years old or older. Interviews conducted with individuals under 66 WILL NOT receive credit!

If you do not have a relative, you may talk to another individual who is at least 66 years old, such as a neighbor, a friend’s relative, or you can stop by any assisted living center or senior citizen center where I guarantee you will be immensely welcomed! DO NOT
WAIT UNTIL THE LAST MINUTE TO FIND AN OLDER ADULT TO DO THIS ASSIGNMENT!

Specific items to be included:

1. Name, age, marital status, and relationship of this individual to you (family, neighbor, etc.), as well as where he or she lives currently
2. Include information on when and how the individual retired (or plans to, if at all!)
3. What the individual enjoys doing in later life
4. How he or she relates to younger family members
5. What changes has he or she seen occur during his/her lifetime that they believe have influenced their life? What are some historical events that they believe are unique to their generation?
6. What health and non-health challenges has he or she encountered as he or she ages (or anticipates may encounter)
7. Have his or her living arrangements changed at all (home, apartment, assisted living, caregivers, etc.),
8. How does the elder feel about getting older?
9. What does he or she believe has contributed to his or her wisdom?
10. What one piece of advice the elder would want shared with others about aging and life

This assignment should be between 1,000 and 2,000 words (use word count option in your word processing programs). This works out to 4-7 pages. Prepare it in essay format, double spaced, in 12 point Times New Roman font. Please save your paper in .doc format (no docx please!)

This assignment must be submitted via webcampus, and I will “select all/remove formatting/set type to 12 point”, so no funny business. The grading rubric and more details for this assignment will be posted onto webcampus later in the semester.

Grading. You will begin the semester with 0 points (0%) and you will be earning points throughout the semester on the exams and assignments listed below. A cumulative points system of evaluation will be used. A curve may be applied to your cumulative point totals. Although a curve might be used, this does not mean that a certain number of students must get D's or F's. There will also be some "absolute" criteria.

I DO NOT calculate your grade until the class is over; to assess your progress, simply divide the number of points you have earned by the number of possible points to date. That percentage is your grade. Webcampus does not automatically count missed assignments into your grade! Meaning if you miss a lot of quizzes, it will not be reflected in your grade until I manually enter them!

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (4 for 75 pts. each)</td>
<td>300</td>
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<tr>
<td>Quizzes (11 for 10 pts each)</td>
<td>100</td>
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<tr>
<td>Older Adult Interview project</td>
<td>80</td>
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<td><strong>Total</strong></td>
<td><strong>480</strong></td>
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TENTATIVE COURSE SEQUENCE

All dates are tentative estimates. I will keep you updated as we progress through the semester. Most chapters will take just over a week to cover, so keep in mind that most readings will extend into the next week.

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<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>EXAM</th>
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<tbody>
<tr>
<td>1 (Aug 29 &amp; 31)</td>
<td>1 Introduction to Aging and Older Adulthood</td>
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<tr>
<td>2 (Sept 5 &amp; 7) Labor Day</td>
<td>2 Theory and Method in Studying Aging and Older Adulthood</td>
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<tr>
<td>3 (Sept 12 &amp; 14)</td>
<td>Finish chapter 2, start chapter 3</td>
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<td>4 (Sept 19 &amp; 21)</td>
<td>3 Biological Aging and Health</td>
<td>Sept 21</td>
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<td>5 (Sept 26 &amp; 28)</td>
<td>4 Sensation, perception and Attention</td>
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<td>6 (Oct 3 &amp; 5)</td>
<td>5 Memory</td>
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<td>7 (Oct 10 &amp; 12)</td>
<td>6 Intellectual Functioning</td>
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<tr>
<td>8 (Oct 17 &amp; 19) * Possible Presidential Debate recess?</td>
<td>7 Cognition and Problem Solving in the Everyday World</td>
<td>Oct 19 *</td>
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<tr>
<td>9 (Oct 24 &amp; 26)</td>
<td>8 Personality and Coping</td>
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<td>10 (Oct 31 &amp; Nov 2)</td>
<td>9 Social Interaction and Social Ties</td>
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<td>11 (Nov 7 &amp; 9)</td>
<td>10 Employment, Retirement, and Living Arrangements</td>
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<td>12 (Nov 14 &amp; 16)</td>
<td>Finish chapter 10</td>
<td>Nov 16</td>
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<td>13 (Nov 21 &amp; 23)</td>
<td>11 Mental Health, Psychopathology, and Therapy</td>
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<td>14 (Nov 28 &amp; 30)</td>
<td>12 Coping with Death, Dying, and Bereavement</td>
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<td>15 (Dec 5 &amp; 7) Study Week Yes, classes</td>
<td>13 Looking Ahead: Aging in the Future</td>
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<tr>
<td>16 (Dec 14th)</td>
<td>Final Exam</td>
<td>Dec 14 at 3:10pm</td>
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Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/ 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the
requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.