**Psychology of Aging**

DEP 4464 Dr. Julie Earles

TTh 9:30 – 10:50 jearles@fau.edu

WB 105 HC 161

Spring Term, 2016 799-8612

**Office Hours:**

Tuesday and Thursday 7:30 – 9:30 and 10:50 – 11:20, and Wednesday 1:00 - 2:00

**Text:**

Hoyer, W. J. & Roodin, P. A. (2009). *Adult Development and Aging* (6th Ed.). New York: McGraw-Hill.

**Course Description:**

In this course, we will examine changes in cognition and behavior that occur in adulthood, and we will study the processes underlying these changes.

**Note of Honors Distinction:**This course differs substantially from the non-Honors version of the course. The course emphasizes critical thinking and writing and will help prepare students for work on the Honors Thesis. Students will read primary sources and will present their research to their classmates. This course incorporates an interdisciplinary approach to learning that will help students understand aging from different perspectives.

**Course Objectives:**

1. Students will gain an understanding of the scientific methods used for gaining knowledge about human aging. Students will read research studies, present research findings to the class, and write a paper on a research topic.
2. Students will gain an understanding of how much plasticity there is in the aging process, the relation between age-related changes in biological processes and age-related changes in cognitive processes, the mechanisms of age-related changes, and the functional implications of age-related changes.
3. Students will gain applied knowledge about human aging.

**Course Prerequisites:**

PSY 1012 General Psychology

**Course Requirements:**

**Research Paper and Presentation**: Each person will have the opportunity to research an interesting question on adulthood and aging. You will write a paper on this question, and this paper will be worth 90 points. In addition to a research paper, you will be asked to make a 10 minute presentation to your classmates on the day that we cover your topic in class. This presentation will be worth 10 points. A printed copy of the paper is due on April 25 at class time. Ten points will be deducted for each day that a paper is late.

**Tests**: Two tests and a final exam will be given. Each of the two tests will be worth 100 points and will cover only the material since the previous test. The final exam will be cumulative and will be worth 150 points. You are responsible for both the material covered in lecture and the material covered in the text. You must take the tests at the scheduled times unless you have prior approval from me.

**Class Participation**: You will learn a lot more from this class if you are an active participant. As an additional incentive to attend class, 10 extra credit points will be awarded to students with perfect class attendance, and 5 extra credit points will be awarded to students who miss only one class. You need to be in class when a class begins in order to receive credit for that class. You will not be penalized for excused absences. Excused absences need to be approved by me prior to class time.

**Extra Credit**: There will be extra credit opportunities throughout the term. You may not simultaneously count an opportunity for this class and for another class. You may earn a total of 5 extra credit points.

**Course Evaluation:**

Grades will be based on total points. There are 450 possible points. The following point scale will be used to determine final grades:

A- = 405-422 A = 423-450

B- = 360-377 B = 378-391 B+ = 392-405

C- = 315-332 C = 333-346 C+ = 347-359

D- = 270-287 D = 288-301 D+ = 302-314

**Psychology of Aging Research Project**

The steps for the research project are as follows.

1. Choose an interesting question during the first week of class. The topic is due in class on January 14. Topics will be assigned on a first come, first choice basis.

2. Select one article and present this article to the class when we are discussing your topic.

3. Write a two-page summary and evaluation of this article. The summary should be in the following format:

Introduction

What was the purpose of the study?

What hypothesis or hypotheses did the authors test in the study?

Method

Who were the participants in this study?

What did the participants do?

Results

What did the authors find?

Discussion

Which hypothesis or hypotheses were supported by the results of the study?

Were there any problems or limitations associated with the study?

How important are the findings of this study?

**Please prepare one copy of your summary for each of your classmates. Distribute this summary on the day of your presentation. There are 20 students in the class.**

4. You will be asked to make a presentation to your classmates on the day that we cover your topic in class. Prepare a 10 min oral presentation on your article. Power Point should be used.

5. Select an additional five articles on your topic. A list of at least eight potential articles is due on January 26. You should either have copies of the articles or have requested the articles through interlibrary loan by this date.

6. Using the six articles, write a 2000-2500 word paper in APA format that addresses the question that you have chosen. Please do not cite information from studies that you have not read. **Turn in copies of the five additional articles that you used for your paper.** The paper is due on April 25 at class time.

**Tentative Course Outline:**

Dates Topic Readings

Tuesday 1/12 Introduction / Research Strategies Chapter 1

Thursday 1/14 Cultural and Ethnic Diversity Chapter 2

**Turn in** **Research Topic**

Tuesday 1/19 Physiological and Sensory Processes Chapter 3

Thursday 1/21

Tuesday 1/26

Thursday 1/28 Coping and Adaptation Chapter 4

**Turn in** **List of Eight Articles**

Tuesday 2/2 Mental Health Intervention Chapter 5

Thursday 2/4 Physical Health and Aging Chapter 6

Tuesday 2/9 Death Chapter 13

Thursday 2/11 Memory, Attention, Learning Chapter 7

Tuesday 2/16

**Thursday 2/18 Test 1**

Tuesday 2/23 Memory, Attention, Learning Chapter 7

Thursday 2/25

Tuesday 3/1

Thursday 3/3 Intelligence and Creativity Chapter 8

Tuesday 3/15

Thursday 3/17

Tuesday 3/22 Cognition, Emotion, Wisdom, and Expertise Chapter 9

Thursday 3/24

Tuesday 3/29

Thursday 3/31 Work, Leisure, and Retirement Chapter 12

Tuesday 4/5

**Thursday 4/7 Test 2**

Tuesday 4/12 Personality Chapter 10

Thursday 4/14

Tuesday 4/19Personal Relationships Chapter 11

**Thursday 4/21** **Turn in** **Research Paper**

Thursday 4/28 **Final** **Exam (7:45 – 10:15)**

Notes:

* I take the Honor Code very seriously, and I expect you to take it seriously too.
* Before class, please turn off all cell phones (or set them to a silent setting).
* Please do not conduct work for other classes, send text messages, or surf the web during class.
* All dates and times listed on this syllabus are subject to change.
* If you will be missing class for religious or other reasons, please let me know ahead of time, and I will find someone to take notes for you during your absence.

**Disability Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures. <http://osd.fau.edu/Rights.php>

**FAU Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.  <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

Honors College Mission Statement

We, the students of the Honors College of Florida Atlantic University, from a passion for acquiring knowledge, pledge to foster intellectual and personal growth and to take responsibility for our own education. We hope to develop a deep understanding of ourselves and our world and not focus only on grades as a criterion for success. In order to reach the pinnacle of our own intellectual and personal development, we pledge to work with the faculty to establish an environment of academic integrity and mutual respect. To create and maintain an Honors College community, we support the freedom of expression and discovery. By choosing to become a part of this community, we each promise to uphold the principles recognized in this statement.

Academic Honor Code

As part of our pledge to foster intellectual and personal growth, we shall uphold the highest standards of honesty and integrity as they pertain to our academic life. We expect that every Honors College student will support the goal of creating an environment of academic integrity, academic freedom, and mutual respect.

To promote this goal, students hereby agree not to cheat on exams, tests, quizzes; plagiarize; receive or provide unpermitted aid on any exam or any class work used by an instructor as a basis for grading; interfere with the educational mission of the College; or conspire to commit any of the above actions.

In support of the mission statement and honor code, we acknowledge an expectation to report violations of this code, and that doing so, while not obligatory, is not to be looked down on as betraying trust, but rather is to be regarded as maintaining the academic integrity of the Honors College and supporting a community of mutual trust.

We encourage and acknowledge an expectation of active participation inside and outside of the classroom in contributing to the academic life of the College community. Forms of active participation include attendance, discussion within the classroom, discussion on academic topics outside of the classroom, participation in study groups, turning in assignments, seeking help when needed, and performing assigned work in group projects.

By signing the honor code, we the students acknowledge that we have entered into an agreement with the faculty in which we uphold the above principles and will not weaken the foundation of trust upon which the Honors College is built by violating them. In return, we expect the faculty to show trust in us. Faculty are encouraged not to proctor exams or to take unreasonable precautions to prevent dishonesty.

Changes to the preceding honor code or mission statement must be approved by a 2/3 vote of students enrolled in the Honors College. <http://www.fau.edu/divdept/honcol/academics_honor_code.htm>

**Bibliography**

Bjorklund, B. R. (2014). *The journey of adulthood* (8thEd.). Pearson: NJ.

Cavanaugh, J. C. & Blanchard Fields, F. (2014). Adult development and aging (7th Ed.). Cengage Learning.

Salthouse, T. A. (2014).[Why are there different age relations in cross-sectional and longitudinal comparisons of cognitive functioning?](http://psycnet.apa.org/index.cfm?fa=search.displayRecord&id=C0BC7578-FCE5-528D-A504-71C840280DB7&resultID=7&page=1&dbTab=all&search=true) *Current Directions in Psychological Science*, 23(4), 252-256.

Schaie, K. W. & Willis, S. L. (2010). *Handbook of the psychology of aging* (7th Ed.). Academic Press.

Schaie, K. W. (2013). [Developmental influences on adult intelligence: The Seattle Longitudinal Study (2nd Ed.).](http://psycnet.apa.org/index.cfm?fa=search.displayRecord&id=C0BA8630-9F72-AB93-C914-C33B84E00406&resultID=3&page=1&dbTab=all&search=true)

New York, NY: Oxford University Press.