

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date _____

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 610 b. Title* Psychology of Aging

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

This is a graduate level seminar on the psychology of aging. The course will focus on many of the major topics and theories relevant to understanding the aging process. It focuses on health behaviors, sensation and perception, cognitive abilities, personality, social interactions, motivation and emotion, psychological disorders, end of life issues, and successful aging. The course examines the topics above from a normal aging perspective, atypical aging, successful aging, and demonstrates the interrelationships between the topics to address the aging individual. The course will also focus on the methods used to conduct psychological research with an aging population.

h. Prerequisites (if any)

none

i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring 2008 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

Offered Alternate Years, because of available faculty schedule

8. Why is this course needed?

This course is needed to provide students with an understanding of the aging individual from a psychological perspective. The course will provide students with material that examines the behaviors of older adults as well as their mental and physical abilities. The knowledge gained in the course will help students in their future studies of aging, in developing their research, and in gaining an understanding of older adults.

9. a. By whom will the course be taught? Joy Jacobs-Lawson

b. Are facilities for teaching the course now available?
If not, what plans have been made for providing them?

Yes No

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 10
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.
Should attract students from Psychology, Behavioral Sciences, Family Studies, and Counseling
-
- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
 traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name John F. Watkins Phone Extension 7-1450, ext. 80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

The Psychology of Aging
GRN 610

Joy M. Jacobs-Lawson, Ph.D.

OFFICE 306A Health Sciences Building
OFFICE HOURS Office Hours: Tuesday 10:30-12:30 and by appointment
EMAIL ADDRESS jjaco4@email.uky.edu

REQUIRED TEXT & READINGS

Birren, J. E., & Schaie, K. W. (Eds.). (2001). *Handbook of the psychology of aging*. San Diego: Academic Press.

Additional readings will be assigned each week. The readings will be made available no later than 1½ weeks prior to the date they are scheduled to be discussed.

PREREQUISITES There are no prerequisites for this course.

COURSE WEB PAGE

One the course web page, you will find the readings for each week. There is also a list of web sites that are relevant to psychology and aging. <http://www.mc.uky.edu/gerontology/Classes/GRN770.htm>

COURSE DESCRIPTION

This is a graduate level seminar on the psychology of aging. The course will focus on many of the major topics and theories relevant to understanding the aging process. We will investigate health behaviors, sensation and perception, cognitive abilities, personality, social interactions, motivation and emotion, psychological disorders, end of life issues, and successful aging. The course will look at the topics above from a normal aging perspective, atypical aging, and successful aging. The course will also focus on the methods used to conduct psychological research with an aging population.

COURSE GOALS

A student centered course in which students will:

1. Explore theories of Psychology of Aging
2. Describe the effects of aging on psychological functioning and behavior
3. Understand the relationship between the various topics discussed
4. Compare normal aging and successful aging with patterns of dysfunction in late life.
5. Learn how to apply the materials learned throughout the semester.
6. Promote critical thinking skills
7. Student will have the opportunity to explore a topic of interest in depth

COURSE METHODS

Discussion, Lecture, Presentations, Visual and Audio Aids

ATTENDANCE

As this is a graduate level course, you are expected to attend class and be prepared to discuss the required readings. If you have a university excused absence you should notify the instructor prior to the class, when possible. Unexcused absences will result in reduction in the final grade for the course.

EVALUATION OF PERFORMANCE

1. Thought/ Reaction Papers and Quizzes.....40 points
2. Research Critique.....45 points
3. Term paper.....100 points
4. Applied Project.....75 points
5. Psychological Disorder Group Presentation... 40 points
6. Participation..... 50 points

Total points possible..... 350 Points

Grading Scale: A = 350 – 315; B = 314 – 280; C = 279 – 245

Students that perform within these ranges will receive the grades above.

THOUGHT/REACTION PAPERS/ QUIZZES

Throughout the semester you will be given questions over the assigned readings and topics, these will either be given the week before the material is covered or the day that the material is scheduled to be discussed. If given the week before, you are expected to turn in your answers the following week in class (typed, double spaced). You can think of these as take home quizzes. If given the day the material is to be covered (i.e. pop quiz), you will be given time to answer the questions before we begin discussing the material. You can expect four (10 points each) of these to be given during the semester.

RESEARCH CRITIQUE

This assignment will give you some experience critiquing aging research articles. For the assignment you will select an article that addresses some issue associated with *psychology and aging*, and carefully critique all aspects of the article. One way to think of this assignment is to treat it as if you were reviewing a manuscript for a journal editor. You will need to find one empirical research article, not a review paper, which addresses the aging topic you selected. The article must come from a gerontological or psychological peer-reviewed journal (not a popular magazine, book chapter, or Internet source). For this assignment you may want to avoid studies that contain more than two experiments.

Once you have selected an article, you will need to have it approved by the instructor no later than **1½ weeks before you are scheduled to present**. If you change articles, the new article must also be approved. Papers that are submitted without article approval will be return to the student ungraded. A copy of the article must be submitted with the review.

The critique and presentation is due in class the day the topic is covered, 10% of your grade on the assignment will be based on the presentation.

TERM PAPER AND PRESENTATION

The major assignment for this course will be a literature review paper over a topic of your choice. The topic must address an aging issue from a psychological perspective. At a minimum, the paper should include the following: (a) introduction and rationale for the review, (b) integration and synthesis of previous research and theory, (c) summary and conclusions (including strengths as well as gaps in the research), and (d) recommendations for future research and practice (or policy).

A one page summary of your paper is due **on February 17th**. This summary should include (a) the topic and purpose of the paper and (b) a short outline. You will be given feedback about your topic the following week. If you change the topic of your paper, you will need to notify the instructor.

I will be happy to look at drafts of the paper and provide feedback. However, I will need at least one week to do so.

Each student will give a 15 minute presentation (followed by 5 minutes of question and answer) over his/her paper. 10% of the grade on the term paper will be determined by the presentation.

The final paper is due by 5:00 pm April 30.

Presentation: May 4

APPLIED PROJECT

From theory and research to practice. The goal of this assignment is to apply theory and research to address an issue/problem relevant to aging individuals. The task is to develop some tool, intervention, or activity that will be of benefit to the aging population. This assignment requires you to apply what you have learned, creativity, brainstorming, and critical thinking skills. You will present your project in class on March 30. 10% of your grade on the assignment will be based on your presentation.

Project idea summary due February 10th (This is to give me an idea of what you plan. You should plan to turn in a brief explanation of your idea).

Update on Project due March 9

Assignment is due March 30.

PSYCHOLOGICAL DISORDERS PRESENTATION

You will work with another class member to develop a presentation on a psychological disorder. The group will be assigned one of four disorders that are common in old age. Each group will give a 30 minute presentation, followed by 10 min of question and answer. Each group member is expected to actively participate in the presentation. At the end of the presentations, group members will be asked to rate the contributions of themselves and the other group member. The instructor and the class members will also rate the quality of the presentations. This information will be used by the instructor when calculating each student's presentation grade.

Presentation Date: April 13.

PARTICIPATION

As this is a seminar course, it is important that you actively participate in class. In order to help stimulate class discuss, you will need to bring 2 questions based from the readings to each class. Each student should ask at least one of their questions each week. The questions should not simply require recall of material but should focus on understanding the implications of the readings, comparing/contrasting the readings, or require synthesis of the readings. These questions will be collected randomly throughout the semester. Participation will be based on your level of involvement in the class.

OTHER COURSE REQUIREMENTS AND IMPORTANT INFORMATION

In this course, you will be expected to turn in all papers and assignments on time. Late assignments will be penalized 5% for every day late. You are expected to submit all materials in APA style as published in Publication Manual of the Psychological Association 5th Ed. Although APA requires margins to be at least 1 inch, font size from 10 -12 point, and several font styles, for this course, you

are expected to use **1 inch margins, and 12 point Times New Roman Font**. Assignments that do not following these guidelines will be penalized.

If you are disabled in any way, and/or feel that there something that the instructor needs to know that might improve your learning environment, please contact her by phone or in person and efforts will be made to ensure that the appropriate accommodations will be made.

UNIVERSITY POLICY ON PLAGIARISM AND CHEATING

PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for those academic offenses is failure in the assignment in which the infraction occurs.

The University regulations pertaining to this matter can be found at <http://www.uky.edu/StudentAffairs/Code/>

Of particular relevance is Part II, SELECTED RULES OF THE UNIVERSITY SENATE GOVERNING ACADEMIC RELATIONSHIPS, Section 6.3 that can be found at <http://www.uky.edu/StudentAffairs/Code/part2.html>

These rules in particular say:

PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Date	Topics
Jan 20	Syllabus; Prime of Life; 60 Years from Now; What is the Psychology of Aging?
Jan 27	Theories and History of the Psychology of Aging
Feb 3	Research Methodology used in Psychology of Aging
Feb 10	Sensory Abilities, Systems Functioning, and Physical Changes and Aging
Feb 17	Health, Behavior, Activity, Exercise, Psychology, and Aging
Feb 24	Attention, Information Processing, Intelligence, & Aging
Mar 2	Memory, Problem Solving, Decision Making, & Aging
Mar 9	Social Interactions and Aging
Mar 16	Spring Break
Mar 23	Personality and Aging
Mar 30	Project Presentations
Apr 6	Emotions, Motivation, & Aging
Apr 13	Retirement, Death and Dying, End of Life
Apr 20	Aging and Psychological Disorders
Apr 27	Successful Aging
May 4	Paper Presentations

Note: The materials contained in this syllabus are subject to change.

Monday	Tuesday	Wednesday	Thursday	Friday
12 JANUARY	13	14 Classes Begin	15	16
19 M.L. King Day No Classes	20	21 Last day to add	22	23
26	27	28	29	30
2 FEBRUARY	3	4 Last day to drop without a "W" grade	5	6
9	10 Applied Assignment Idea Due	11	12	13
16	17 Paper Topics Due	18	19	20
23	24	25	26	27
1 MARCH	2	3	4	5
8	9 Update on Applied Assignment	10	11	12 Last day to drop with a "W" grade
15 Spring Break	16 Spring Break	17 Spring Break	18 Spring Break	19 Spring Break
22	23	24	25	26
29	30 Applied Assignment Due & Presentations	31	1 APRIL	2
5	6	7	8	9
12	13	14	15	16
19	20 Disorders Presentations	21	22	23
26	27	28	29	30 Term Papers Due by 5:00 pm
MAY				
3	4 Paper Presentations	5	6	7

MORE ON THE RESEARCH CRITIQUE

For the assignment you will need to prepare a 2½-4 page single spaced critique of the article (Yes, I know that APA style is double spaced but humor me with this one. The reason for asking for single space is because when reviewers review manuscripts they submit their review in single space.). You should be critical in your evaluation but also positive.

You will also present the article and your review of the article to the class on the day that the topic is covered. You should plan to spend 15-20 min presenting the article followed by 10 min of question and answer and discussion. **Ten percent of the grade on this assignment will be based on the presentation.**

At a minimum, you will want to address the following issues:

- What is the research topic of the article and why do the authors think it is important to study?
- Is the question significant and the work original?
- Was the literature review appropriate?
- What theory or theories does the research rely on? Are these theories appropriate?
- What are the hypotheses?
- What type of study was it? Was this the best way to conduct the study?
 - For example was it an experiment, quasi-experiment, correlational, or naturalistic observation? Was it a cross-sectional, longitudinal, or sequential design?
- What variables were investigated? You will want to identify the independent (or subject variables, subject variables are grouping variables that you can not manipulate like age, sex...) and dependent variables.
- Who were the participants? What does this say about the generalizability of the study? Are there details about the sample that are not included that would be important to understanding the study?
- How did the experimenters collect their data? Was this the best way? Are there issues/concerns with how the data were collected? Are there concerns about the measures they used? Did they give enough information that the study could be replicated?
- Was the treatment of the participants ethical? Can you see any problems?
- What were the results of the study and were the statistics appropriate?
- Was the discussion of the findings appropriate? Did they support their hypotheses?
- What, if any, are some potential confounds in the study? Did the authors address these?
- Your thoughts on the strengths and weaknesses of the study? Did the authors adequately address the limitations?
- Are there sections in the manuscript that could have been shortened or lengthened?
- Are the sections of the manuscript well connected?
- Based on your critique, if you were the reviewer, would you recommend that the paper be published, revised and resubmitted, or rejected.

*Note: You do not have to answer these questions in this order. In fact, it may be best to reorganize them.

You will want to support your critique. For instance, simply stating that the methods were appropriate, or not, is not sufficient, you will need to say why you think they were good or bad. Your task is to ask what the authors did correct and meaningful? This information would be used by the editor to determine if the article should be published, and give the authors details as to how the manuscript could be improved. **The critique and presentation is due in class the day the topic is covered.**

MORE ON THE TERM PAPER

The topic of your paper must address an aging issue from a psychological perspective. At a minimum, the paper should include the following: (a) introduction and rationale for the review, (b) integration and synthesis of previous research and theory, (c) summary and conclusions (including strengths as well as gaps in the research), and (d) recommendations for future research and practice (or policy).

In selecting your topic, you do not have to focus on one aspect of aging such as the effects of health on psychological well-being (this topic would actually be too broad for this assignment). You may find it more informative to combine several topics such as how social support networks influence the effects of Alzheimer's Disease on older adults. With this paper, you are no longer simply focusing on health and aging but working to explore the connection between social support and the disease in the aging population. This does not mean that you have to take this route, but if you select a general area, you will have to be sure that you remain focused in your paper. Also, when developing the idea and focus of your paper, you may find it beneficial to think about your interests and how psychology could add a dimension to your research.

Some helpful hints: (A) In your paper, you should refrain from using direct quotes. The goal of the paper is to give you experience synthesizing materials. (B) One of the important keys to being a good writer is being able to clearly portray the findings from others' research and integrate the findings from several studies. One trap that you will want to avoid is writing your paper as a series of summaries of previous research. (C) Always go to the primary source unless absolutely necessary. This means do not cite someone and then say as cited. The problem with this is that you don't know that the author interpreted the material correctly.

The final paper should contain 20-22 pages (Double spaced, the title page, abstract, and reference list are included in the page requirements). You can include as many references as you feel are needed. However, at a minimum you need 12 references and at least 10 references must be articles obtained from scientific journals. You may use book chapters but with a few examples, such as the US Census Bureau, internet sources are strongly discouraged as they frequently lack scientific objectivity. .

You will present your paper May 4. The presentation should cover all aspects of your paper. You can present your paper in the format that you are most comfortable with, an overhead, computer and projector will be provided. Remember 10 points of your paper grade is based on your presentation.

MORE ON THE APPLIED ASSIGNMENT

The goal of this assignment is to apply theory and research on aging to address an issue/problem relevant to aging individuals. This assignment requires you to apply what you have learned, creativity, brainstorming, and critical thinking skills. The task is to develop some tool, intervention, or activity that will be of benefit to the aging population. You can address a problem that is relevant to some aging individuals such as lack of social interaction among home bound individuals or a broader problem that touches many aging individuals such as declines in vision. One the best ways to start this assignment is to brainstorm about the problems that elderly face, then select one or two of these and brainstorm ways that the problems could be addressed.

You will need to develop a prototype of your creation and write a 4 – 6 pages of text (double spaced) explanation of your project (you will need to include references, an abstract, and a title page; however, these items are not included in the page length requirements). Drawings or sketches can be included in the paper, but they do not count toward the page requirements. Your prototype will also need to be turned in that day.

In the paper, you will need to address the theory and research behind your “project”, explain how your “project” will help the aging population, the strengths and potential limitations to your “project”, and how you will implement your idea. You can address any issue that is relevant to aging individuals and propose any novel solutions.

On March 30, you will present your idea in class and reveal your creation. You will also need to have an example to show the class. The presentation should last 15 minutes and there will be a five minute question and answer session following your presentation. The **presentation will count as 10% of the grade on this assignment**. Once all presentations have been completed, the class will vote on the best project. The individuals’ project selected will receive 10 bonus points on the assignment. In the event of a tie, a nonbiased panel of judges (of at least 2 individuals) will be asked break the tie. **YOU CAN NOT VOTE FOR YOURSELF!**

MORE ON THE PSYCHOLOGICAL DISORDER PRESENTATION

You and your partner will be assigned a psychological disorder that is relevant to the aging population. You will need to work together to present and explain the disorder.

In the presentation, you need to consider the questions below. These are basic questions that apply to all disorders and you are expected to go beyond these questions in your presentations.

- What is the frequency of the disorder in the older population? Does risk increase or decrease with age? Are there segments of the populations that are at more risk than others?
- When does onset generally occur? Is it a life-long disease or specific to older adults?
- What are some causes of the disorder? (For some there will not be known causes but strong hypotheses or relationships that suggest a cause. In your presentation, be clear as to whether the causes is “known” or “hypothesized.”)
- What are some of the risk factors associated with the development of the disorder?
- What are the symptoms? How is it diagnosed? Are there other disorders that are often confused with the disorder (in other words can the symptoms be signs of something else, and thus, misdiagnosis occurs?)
- What effects does the disorder have on individuals’ ability to function and quality of life?
- What are the treatments?

In order to stimulate discussion and aid the class in understanding the disorders, each group must find **one general article or chapter that addresses the disorder and give a copy to the instructor before March 30**. Although each group will provide the class with one chapter/article it is expected that the group will use many more resources in developing their presentation.

Each member of the group is expected to contribute equally to the assignment, including researching the disorder and presenting it to the class. You can be creative in your presentation and use any presentation format that you feel would best relay the material to others (e.g., overheads, powerpoint, or chalk and talk). Handouts or other examples can also be used.