Course overview and objectives
Psychology of Aging offers an overview of important topics relevant to psychology of adult development and aging, with a focus on current, research-based knowledge. Specific course topics include lifespan theory and theories of aging, age attitudes and stereotyping, optimal aging, and normative changes in physical (sensation, health and function), cognitive (memory, intelligence, attention, dementias), and social (social cognition, caretaking, families and relationships, personality) domains. After completing this class:

--Students will know what features characterize the normative aging process.
--Students will know that age-related change is multidimensional and multidirectional.
--Students will understand that aging processes are affected by genetics, sociocultural context, individual differences, and plasticity.

Required materials
--Tophat student subscription for in-class activities and participation (http://www.tophat.com)
--Additional readings will be uploaded to Canvas.

Course requirements and grading
Two unit exams, 50 points each = 100 points 50
Final essays, 20 points each = 40 points 20
Individual & group projects, 20 points each = 40 points 20
Class participation, 20 points 10
Total = 200 points 100

Final grades will be determined using the scale below:
A  186 pts  ≥ 93%  B-  160 pts  80-82.99%  D+  134 pts  67-69.99%
B+  174  87-89.99  C  146  73-76.99  D-  120  60-62.99
B  166  83-86.99  C-  140  70-72.99  E  < 120  ≤ 59.99

UF grading policies: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Examinable material
The lectures and the readings from the textbook, listed in *Curriculum Schedule and Due Dates*, define the full curriculum of this course.

For extra help
I will make every effort to support students in understanding course content and reading materials. I can meet with students during office hours and as needed by appointment. Students are also welcome to e-mail questions or post questions in the online forum. When you send me an email with a question and the answer to this question can be found in the syllabus, I will simply refer to the syllabus in my response.
Course policies
--Be prepared to give your full attention to the class and the person speaking (instructor, fellow student, or visitor). Other than using phones/computers for Tophat, no one will be permitted to use a cell phone, email-chat-facebook, read a newspaper, or talk with friends once class begins.
--Do not arrive late or leave early because this disrupts the class.
--To be fair, there will be no extra credit opportunities or special consideration offered to any individual student. If you are having difficulty in the class, talk to me right away about how to improve your study habits.
--Students are encouraged to study together and discuss course content and requirements. However, with the exception of the group project, all work must be your own. Although you may study together, students are expected to complete the in-class exams without assistance from other students or any special notes. The content of your individual project and your final essays cannot be copied from any other source or person; it must be the original material, written in your own words.
--Classroom participation in the form of comments, questions, discussion, and Tophat answers is required in this course. For this to work, please make sure that you are recognized before speaking, restrict your remarks to topics of direct relevance to the class, and give your peers your full attention when they are speaking. In this way, we can learn from each other.
--Attendance in this class is important. It will affect your grade directly since participation will be graded. It will also affect your grade indirectly, as material presented and discussed in class will not always come from the assigned reading. Also, specific information about course assignments and any scheduled changes will be discussed in class. It is your responsibility to get class notes and ask questions if you do miss class. I understand that sometimes students have to miss classes; please be honest with me about this.
--Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

University honesty policy
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sscr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Online course evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu (April 9th – 22nd). Responses are anonymous and not available to instructors until after final grades are posted. I will use your feedback to improve my teaching and future offerings of this course. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Undergraduate Coordinator: Jeffery Farrar Department Chair: Lise Abrams

Campus resources
Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/, 352-392-1575
University Police Department: 352-392-1111 or 9-1-1 for emergencies
**Accommodations for students with disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [http://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**CURRICULUM SCHEDULE AND DUE DATES**

Assigned readings from the textbook follow weekly course topic in parentheses and indicate chapters and sections, e.g., 1.2 indicates Chapter 1, Section 2 (pp. 13-20). Additional short readings may be assigned and uploaded to Canvas.

### Unit 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 5</td>
<td>Introduction to aging and life span issues</td>
<td>(1.1, 1.2, 2.1, 2.2)</td>
</tr>
<tr>
<td>Jan. 12</td>
<td>Attitudes and stereotyping</td>
<td>(8.5, Hummert, 2011; Chasteen et al., 2011)</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Life span research</td>
<td>(1.3, 3.1)</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Health and function</td>
<td>(3.2, 3.3, 3.5, 4.1, 4.2, 4.5)</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Death, dying, and bereavement</td>
<td>(13)</td>
</tr>
<tr>
<td><strong>Feb. 4</strong></td>
<td><strong>INDIVIDUAL PROJECTS DUE</strong></td>
<td></td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Cognition</td>
<td>(6.1, 6.2, 7.3, 7.4)</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Dementia, depression, and mental health</td>
<td>(6.9, 10.3, 10.4)</td>
</tr>
<tr>
<td><strong>Feb. 18</strong></td>
<td><strong>UNIT 1 EXAM</strong></td>
<td></td>
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</tbody>
</table>

**Feb. 29 – March 4**  **NO CLASS – SPRING BREAK**

### Unit 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 8</td>
<td>Memory</td>
<td>(6.3 – 6.7, 6.9)</td>
</tr>
<tr>
<td>March 15</td>
<td>Intelligence; intervention</td>
<td>(6.8, 7.1, 7.2, Stine-Morrow &amp; Basak, 2011)</td>
</tr>
<tr>
<td>March 22</td>
<td>Personality</td>
<td>(9)</td>
</tr>
<tr>
<td><strong>March 24 – 31</strong></td>
<td><strong>PRESENTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>Social cognition; optimal aging and coping</td>
<td>(8.1 – 8.4, 8.6, 14.2, 14.3)</td>
</tr>
<tr>
<td>April 12</td>
<td>Relationships</td>
<td>(11)</td>
</tr>
<tr>
<td><strong>April 14</strong></td>
<td><strong>UNIT 2 EXAM</strong></td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>Discuss final essays</td>
<td></td>
</tr>
</tbody>
</table>

**APRIL 27**  **FINAL EXAM: ESSAY DUE BY 5 P.M., UPLOAD TO CANVAS**

Digital submission only: no in-person meeting for the final exam
INDIVIDUAL PROJECT: DUE FEB. 4TH AT 5:10 PM (PAPER AND DIGITAL VERSIONS)

For this project you can choose from two options: Select 1 or 2 by Jan. 19, 11:55 PM in Canvas.

**Option 1: Experience aging yourself**

Experience how it feels to be old. Get several bandages, earplugs, and a pair of glasses to impair your vision (if you already wear glasses or contact lenses, just don’t wear them). Bind your joints (arms, hands, knees), put in earplugs, wear (or don’t wear) the glasses and go shopping in a supermarket. Try to read the price tags and grab products that are in the bottom and upper shelves. Pay with bills AND coins.

Of course, do NOT drive with your artificial impairments!!! Only bind your joints etc. right before you enter the supermarket. If possible, don’t do this exercise alone (with two or more people it is more fun anyway!) – at least one person should be able to properly see, hear, and move. You can also try to do other activities with your artificial impairments.

Write a paper about your experience. In the paper, write about the problems (and good things) that you may have experienced, about your feelings while doing this exercise, and about what you have learned from this activity. Integrate your own experiences with what you have learned in class about physiological, cognitive, and psychosocial changes in old age. Also include a section about what you think should be done for older people (or persons with impairment in general) to make shopping or other aspects of life easier.

**Option 2: The impact of changes interview**

Contact an older adult who is over 65 years old. Explain to this person that you are currently taking a class about adult development and aging and that you would like to ask them a couple of questions about their own aging process. Do not pressure anyone – conduct the interview only with a person who is really willing to be interviewed. Assure the interviewee that his/her data will be treated anonymously – therefore, do NOT write down the name of the interviewee in your paper!

Always allow plenty of time for interviewees to respond – even if this means that there will be some quiet moments. Repeat the question if you have the feeling that the older person did not understand it. Speak loud enough, especially if the person has hearing problems. Ask for clarification if you did not understand the answer of the interviewee. One useful and nonoffensive technique is to repeat what an interviewee just said. This often induces people to add more information. Use a tape-recorder or jot down the interviewee’s responses. Here are some suggestions for questions to ask – feel free to add more:

1) Everyone experiences physical changes with age. So far, which age-related changes have you experienced?
2) Which changes have had the most impact on your life?
3) How has this change affected your ability to do the things that you need to do? How has this change affected your ability to do the things that you like to do?
4) Has this change had positive consequences? If yes, then please describe them.
5) Can you think of and describe another physiological change with age that you have experienced? – repeat questions 3 and 4 –

Write a paper describing your interview. Integrate your interviewee’s responses with the information about health and functioning and age-related physiological changes that was discussed in class or in the textbook. You can summarize the interviewee’s responses and include quotes that seem particularly interesting or illustrative. Please attach your interview notes to your paper.
For both individual project options: The paper should be 6 – 8 pages long. Please hand in a paper copy and upload an electronic copy in Canvas. Do not put your name on your paper—only your special code for the class. Both (electronic and paper version) are due February 4th at 5:10 PM.

Your paper must be typed, double-spaced, 12 pt font size, 1 inch margin (top, bottom, left, right). Good papers follow the below-listed formal rules. They are clear, coherent, well-organized, non-superficial, free of grammatical and spelling errors, and reflect a high level of thoughtful consideration and critical analysis. The paper will be marked down 3 points for every day it is late. You have several weeks to work on your paper. Therefore, doctor’s notes or other emergencies will not extend your time.

GROUP PROJECT: PRESENTATIONS MARCH 24 - 31
SELECT 1st, 2nd, 3rd, TOPIC CHOICE BY JAN. 19, 11:55 PM via Canvas

Each project report will take 30-40 minutes of class time. Each individual will be rated, by all other members of the group, on that individual’s level of participation in the group’s planning and preparation for the presentation. Each individual will also be expected to attend and provide a written evaluation of all other group presentations.

Lifelong Learning: What is lifelong learning? What kinds of programs exist for seniors to continue to be educated? Are there national programs? What programs are available in northern Florida? How are these programs evaluated? How does participation in such programs benefit seniors? Is lifelong learning in America different from other countries?

Elder Abuse: What constitutes elder abuse? How prevalent is abuse? What are the legal issues related to elder abuse? What factors (types of situations, types of people, finances, etc.) are associated with abuse? How can we control or stop abuse?

Caregiving: Who are the caregivers? What characteristics make caregiving especially difficult for an Alzheimer’s patient? What techniques can caregivers use when working with patients with physical problems; what techniques with Alzheimer’s patients? How can others support caregivers?

Aging in Asia: Who is the typical elder in Asia? How is this population changing? What issues are related to demographic change in Asia? What is life like for elders in Asian countries? What social services are needed or offered in Asian countries? What are family relationships like in Asian countries? How are China, Japan, and India different in treatment of elders? How are these countries different from Southeast Asia?

Retirement: What is the typical age of retirement and what factors affect retirement age? What difference does retirement make in people’s lives? What factors are associated with life satisfaction in retirement? How does retirement differ as a function of ethnic group, gender, socioeconomic status? What do people do with their time in retirement?
COMPREHENSIVE QUESTIONS TO PREPARE FOR THE FINAL

Final essays, prepared outside of class, will be graded on organization, quality and accuracy of evidence, application of content from all sections of the course, logic and coherence of the arguments, and clarity of writing. Each essay can be no longer than 3 double-spaced, typed pages. Make sure that you provide broad coverage of the course material in your two answers (you will lose points if you repeat yourself – no more than 10 lines of text should overlap between your two answers). If your final exam paper is late, you will lose 3 points per day.

Do not put your name on your paper—only your special code for the class.

1. **Should we dread aging?**
   Answer “yes” or “no” (no fence-sitting allowed!). Defend your response with material from the course. Be certain to use examples and research from many different topics in the course. It is your job to convince me of your point of view, using logical thinking and research evidence. It is possible to argue both sides of this issue but for this assignment, you must choose one side and wholeheartedly defend it with an organized and well-written response.

2. **Describe a “typical” female older adult, aged 70, married to an older male.**
   This question requires a detailed description of the likely characteristics of an older person. Make sure that your description is specific (not vague generalities) and includes material from many different topics covered by the course. Document each characteristic you list by indicated why that characteristic is likely and how where you found the information (text chapter or class notes).