DEP 4464: Psychology of Aging  Spring, 2012 [1-6-12]
Section 04B6, Tues. 7th pd.; Thurs. 7th & 8th pd. Turl. 2334

Instructor: Dr. Robin Lea West  TA: Ms. Carla Strickland-Hughes
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Office hrs: Tuesdays, 10-noon or by appointment  Office hrs: Thursdays, 11:30-1:30 or by appointment

Course requirements:
Three unit exams, 40 points each = 120 points
Final essays, 50 points
Group project, 30 points
Class participation, 20 points

Text: *Adulthood and Aging* by Marion Mason (2011)
Reader: *Annual Editions: Aging 11/12* by Harold Cox (2011)
Additional readings may be assigned as needed. T denotes chapters in text, R denotes articles in reader. Other numbers are page numbers in text.

Unit I: Introduction to Aging, Health & Physical Function, Death & Dying

Jan. 10  Introduction to aging and life span issues (T1,R1)
Jan. 12  Attitudes and stereotyping (T2,R11,R14,R21)
Jan. 17  Life span research (T1,385-395, *Research In-Depth*)
Jan. 17  **Project topic choices due**
Jan. 24  Health and function (T3,T10,284-289,R3,R5,R15)
Jan. 31  Death, dying, and bereavement (T13,R25,R26,R27)

TUESDAY, FEBRUARY 7 (Unit I exam)

Unit II: Cognition, Memory, Intelligence, Dementia

Feb. 14  Cognition (T8)
Feb. 16  Memory (T8)
Feb. 21  Intelligence (T9)
Feb. 28  Intervention and everyday cognition(T8,T9)
Mar. 1  Dementia and mental health (297-307, R18)

SPRING BREAK

Mar. 13-22 PRESENTATIONS
TUESDAY, MARCH 27 (Unit II exam)

Unit III: Personality, Optimal Aging, Social Issues

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<tr>
<th>Date</th>
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<tr>
<td>Mar. 29</td>
<td>Personality (T4,R7)</td>
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<tr>
<td>April 3</td>
<td>Social cognition (T9,T14,R9,R13)</td>
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<td>April 5</td>
<td>Optimal aging (T12,T14,R2,R23,R28) pp. 25-26, 241-243</td>
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<td>April 12</td>
<td>Relationships (T5,145-159)</td>
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THURSDAY, APRIL 19 (Unit III exam)

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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>April 24</td>
<td>Discuss final essays</td>
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FINAL EXAM:
APRIL 30, FINAL ESSAYS DUE BY 3:30 PM BY EMAIL

NO CLASS: February 9, March 3-10

Course Objectives:
--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.

Course Policies:
--Be prepared to give your full attention to the class and the person speaking (Dr. West, fellow student, or visitor). No one will be permitted to use a cell phone, email-chat, facebook, computer, read a newspaper, or talk with friends once class begins. Do not arrive late or leave early because it 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 Dr. West right away about how to improve your study habits.
--Students are encouraged to study together and discuss course 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 special notes or assistance from other students. The content of your final essays cannot be copied from any other source or person; it must be original material, written in your own words.
--Classroom participation in the form of comments, questions and discussion 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.

Undergraduate Coordinator: Lise Abrams
Department Chair: Neil Rowland
GROUP PROJECT TOPICS: SELECT 1st, 2nd, 3rd CHOICE BY JAN. 17

**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? How can we control or stop abuse? What factors (types of situations, types of people, finances, etc.) are associated with 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?

**Medication Issues**
What kinds of medications do seniors typically take (OTC and prescribed)? Are seniors taking too many medications? What physical, financial, social, and cognitive issues are related to medication use for seniors? How are the medication side effects of typical medications affecting seniors?

**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? Each individual will be rated, by all other group members, on their 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 each group presentation.
COMPREHENSIVE QUESTIONS TO PREPARE FOR THE FINAL

Final essays 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.

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 all three sections of 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” older adult, aged 70.
   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 all three sections of the course. Document each characteristic you list by indicating why that characteristic is likely and show where you found the information (text chapter, reader #, or class notes).

COURSE GRADING

220 points total

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