Spring Semester 2020

Psychology 4331
Psychology of Aging
John G. Jones, Ph.D. ABPP ATR-BC
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325-896-1607
201D Academic Building
11:00 – 1:00 Mon. & Wed After class and by appointment

Course Description: A study of psychological perspectives of aging and applications. Topics include cognitive and biological changes, psychopathologies and physiological maladies that are unique to this populations, healthy ways to manage this developmental stage, and intervention strategies.

Course Credits: 3 hours

Prerequisite Course: Psychology 2301

Prerequisite Skills: Doing basic research using AS Library resources, the internet and appropriate professional sources.

Student Learning Outcomes:

Upon completion of this course, the student will be familiar with the major mental and physical health issues of the elderly. He/she will also be familiar with the assessment and treatment of the mental health maladies encountered by this population. The student will be familiar with the multiple end-of-life issues that each elderly person will experience.

Assignments will include a research paper to explore a topic in this area and demonstrate the student’s comprehension of the subject matter. They will also be required to visit long-term care facilities to experience some of the issues the elderly will be faced with.
Course Delivery: This is a face-to-face course and learning resources and supplemental materials will be provided in class by the instructor.

Recommended Texts and Materials

Technology Requirements:
Student should be able to access all available research tools and to avail themselves of the use of the University Writing Lab.

Topic Outline:
The course will address the mental health maladies of the elderly population, to include description, assessment and treatment. The course schedule will consist of covering one chapter per week of the Zarit & Zarit textbook, as well as assignments in the supplemental texts and handouts provided in class.

Communication:
All phone calls and e-mail messages will be responded to in a timely manner. Preferred phone number is the instructor’s home number due to the fact he is on campus only two days per week. E-mail communication will be done thought to ASU system.

Grading
Evaluation and Grading: Course grades will be determined as indicated below:
Class Participation and Attendance: 20 points
Research paper 40 points
Visitations/Interview 60 points
Examinations 160 points
Total Points Possible 280 points

The following grading scale is in use for this course
A = 252 - 280
B = 251 – 224
C = 223 – 196
D = 195 – 168
F = 167 and below

Teaching Strategies
Students will avail themselves of current professional literature and other resources pertinent to this course, for example, professional sites on the internet, peer-review journals, and clinical experiences.

Assignment and Activity Descriptions
There are two primary out-of-class assignments for this class. First is a 10-page research paper, with the topic taken from a list provided or a topic of your own choosing with approval of the instructor. The paper will be double-spaced and have 10 pages of content. Cover page, abstract page and reference page do not count as content. There will also be a minimum of 5 appropriate references to support the content of the paper. Attention should be made to grammar, spelling and sentence and paragraph structure. This is a professional paper! Please note: this paper is worth 40 points, a Significant part of your grade. Second major out-of-class assignment is as follows: Three visits to long-term care facilities and an interview with a person over 70 years of age still in the work force. The long-term care facilities to be visited are as follow: (1) a traditional nursing home; (2) An assisted living facility; (3) A locked unit/memory care unit for residents with dementia. A report of each of the visits
and the interview will be submitted on the assigned date in the form of a 3-4-page paper. Please note: This assignment is worth 60 points, as significant part of your grade.

Due to the nature of the instructor’s time of campus, these reports and the research papers will be submitted directly to him on the dates assigned below:

Research paper: 2-26-2020
Visits/Interview: 4-1-2020

Extra Credit Points

Extra credit submissions will be worth a maximum of 4 points each and there are several ways you can earn them. Participation in obtaining extra credit points will be expected and will be an essential part of meeting the stated goals of the class. Please note, these opportunities are in additions to any assigned reports, exercises, etc., NOT in lieu of them!

Late Work, Missed Assignments or Missed Exams Policy

Due dates on the major assignment will be made on the first day of class, as will the exam schedule. Due dates are expected to be adhered to and there will be a 5-point dedication from your grade for lateness. No assignments will be excepted more than two weeks past the assigned due date. Missed exams must be made up within two weeks of the exam date. There is NO FINAL exam in this course and there will be no make-up for the fourth exam due to restrictions placed on dead week by the University.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in the documents:

  Angelo State University Student Handbook
  Angelo State University Catalog

Attendance will be taken daily, as required by Angelo State University. Excessive absences will adversely affect your grade.
Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to academic disciplinary action and possible expulsion from ASU. The College of Health and Human Services adheres to the University’s statement of Academic Integrity.

Plagiarism is a serious issue, especially with writing research papers. It is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. In your discussions and/or your papers, it is unacceptable to copy work-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and in the references.

Accommodations for Students with Disabilities.

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the University. The University is in complete compliance with the provisions of the Americans with Disabilities Act of 1990 and its amendments in 2008.

Student Disability Services is in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request.

Contact person for student disabilities services is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
Houston Harte University Center, Room 112
325-942-2047
Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10,11 Grading Procedures for more information.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of religious holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission form the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes my e-mail, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

ASU is committed to providing and strengthening an educational, working and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with title VII, Title IX, the Violence Against Women act, the Campus Sexual Violence Eliminations Act, and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other type of sexual misconduct. Sexual misconduct is a broad term encompassing all forms of gender-based harassment
or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. Sexual violence and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

e-mail: miclelle.boone@angelo.edu

Note: As a faculty member at ASU, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-hour crisis helpline (325-486-6345) or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX of ASU police, please visit: www.angelo.edu/title-ix

Course Schedule

Chapter Numbers are from the Zarit & Zarit Textbook

Week 1 Jan. 13 & 15    Chapters 1 & 2
Week 2 Jan. 20 & 22    Chapter 3
Week 3 Jan. 27 & 29    Chapter 4
Week 4 Feb. 3 & 5      Chapter 4   Exam # 1 2-5-2020
Week 5 Feb. 10 & 12    Chapter 5
Week 6 Feb. 17 & 19  Chapter 6
Week 7 Feb. 24 & 26  Chapter 7
Research Paper due Feb. 26
Week 8 Mar. 2 & 4  Chapter 8  Exam #2  3-4-2020
Week 9 Mar. 9 & 11  Dead Week
Week 10 Mar. 16 & 18  Chapter 9
Week 11 Mar. 23 & 25  Chapter 10
Week 12 Mar. 30 April 1  Chapter 11
Visits/Interview due April 1
Week 13 Apr. 6 & 9  Chapter 12  Exam #3  4-9-2020
Week 14 Apr. 13 & 15  Chapter 13
Week 15 Apr. 20 & 22  Chapters 14 & 15  Exam #4  4-22
Week 16 Apr. 27 & 29  Dead Week  Guest Lecturers

Student Evaluation of Faculty and Course

Students will be given an opportunity to evaluate the course and faculty. ASU uses the IDEA system administered through Kansas State University for all course valuations. The Office of Institutional Research and Assessment administers the IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Objectives for this Course

1. Gaining a basic understanding of the subject matter of this course.
2. Developing knowledge and understanding of diverse perspectives, especially of the elderly population
3. Learning to apply course material
4. Developing specific skills, competencies, and points of view needed by professionals in the field of geriatric psychology.
5. Developing skills in expressing oneself orally and in writing.
6. Learning how to find, evaluate, and use resources to explore a topic in depth
7. Developing ethical reasoning and/or ethical decision making.
8. Learning to analyze and critically evaluate ideas, arguments and points of view.
9. Learning to apply knowledge and skills to benefit others or serve the public good.