Course Description:
This course provides a broad overview of the gerontology profession and the theoretical basis that guide generalist gerontology interventions from a psychological viewpoint. It is designed to give the student an overview of the aging process from a psychological perspective by studying such topics as major theories of aging, stereotypes about aging and older adults, changes in physical & cognitive health, research methods in aging, cognition, emotion, behaviors, and social relationships during later life.

A brief history of gerontology is presented, with emphasis on the effects of social forces in shaping the profession today and in the future. The reciprocal relationship of gerontology, social science and human behavior will be presented. The focus will be on the interdisciplinary social sciences and human behavior research and the relationship of that research/theory and field work to practice. An additional purpose of this course is to familiarize the student with both the implicit and explicit values upon which professional practice is based. Value problems and dilemmas will be presented and will be addressed throughout the course as the fields of practice, research and policy development, client systems, and beginning methods of intervention are discussed in terms of the aging client’s needs. Special emphasis will be placed on sensitizing students to understanding cultural diversity and its impact on social functioning and the concepts of non-discrimination and ethnic-sensitive practice. In addition, students will be expected to examine their values as an integral part of professional development and in planning for/anticipation of their field experience. The NASW (National Association of Social Workers) Code of Ethics and other ethical models will be discussed in order to familiarize student with these codes and how they influence professional practice decisions with clientele of any age.

Course Rationale:
Because of the unique nature of the gerontology profession in its ecosystem perspective, and the fact that university graduates are equipped to begin professional agency work upon graduation, it is incumbent upon the profession to maintain the highest possible standards. An examination of psychological processes in aging offers the opportunity to apprise students of social, psychological, and emotional needs of people as they age.
Course Objectives:

The objectives for this course include:
(1.) Introduction to the basic theories and fundamentals of the psychology of aging. Measurement: discussions, psychology of aging paper, reflection cards.

(2.) Conceptualizing later life as part of a developmental process. Measurement: discussions, reflection cards, artwork critique.

(3.) Challenging your personal stereotypes of aging while gaining an understanding of normal and abnormal processes in multiple realms (e.g. physical, cognitive, social) during later life. Measurement: discussions, psychology of aging paper and topic paper, reflection cards, art critique.

(4.) Understanding the potential influence of policy, law, or politics on older adults' quality of life. Measurement: discussions, psychology of aging paper and topic paper, reflection cards.

USF Sarasota-Manatee Policies and Procedures

Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: http://usfsm.edu/academics/ and the USF Student Code of Conduct can be found at http://www.sa.usf.edu/srr/page.asp?id=88

Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: http://usfsm.edu/academics/ and the USF Student Code of Conduct can be found at http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; email: disabilityservices@sar.usf.edu and website: http://usfsm.edu/disability-services/

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See information available on the USFSM student and faculty webpages at www.usfsm.edu
Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness. See information available on the USFSM student and faculty webpages at www.usfsm.edu

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.

Course Assessment/Student Assessment/Student Evaluation
• During the last weeks of each semester USF designates days for students to evaluate their classes online. Students will be notified via email (USF) on where to log in to and when assessments are ready to be completed. Reminder emails will be sent until the evaluation is completed.

• CanvasTM Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please call 941-359-4295.

• The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

• Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

Required Texts:
2. Supplemental Readings as distributed in class or as posted in Canvas™.

Evaluation Criteria:
1. Psychology of Aging Paper 8-10 pp 25%
2. Topic summary 1-2 pp. 25%
3. Aging Artwork Critique 3-4 pp. 25%
4. Class participation, including reflection cards & Online Assignments submitted 25%
GRADING values

A+ = 99-100  C = 74-76
A  = 94-98    C- = 70-73
A- = 90-93    D+ = 67-69
B+ = 87-89    D   = 64-66
B  = 84-86    D- = 60-63
B- = 80-83    F  = 59 or below
C+ = 77-79

Assignments. 100 points total

Reflection Cards. 25 points total. Includes any online assignments

• Grading Criteria:
  • 5 discrete points written on a 5x7 card at the end of designated classes; reflecting upon the day’s discussion, a recent class discussion, your opinion or perspective on the topic, a controversial point of view, questions you didn’t think of during class, and the like. You will turn in Brief Reflection Cards on the dates indicated in class, in which you reflect upon and share understanding, feelings, thoughts, and ideas regarding that day’s assigned chapter(s), class discussions, speakers or video presentations. Do not provide a synopsis or review of each chapter in your reaction cards. Rather, I am looking for your personal responses, thoughts, questions, and feelings toward any of the course material. Handwriting must be legible. Cards are from this day’s class only; no make-up cards (so a missed card = 5% of total reflection (and final) grade).

Psychology of Aging Paper Topic Summary. 25 points total

The topic summary needs to include (but not be limited to):

• Grading Criteria:
  • Generally 1-2 pp.
  • No cover page necessary
  • Introduction and rationale for the topic.
  • Background and reason for your interest in the topic, if pertinent
  • Concise summary of what the paper will contain (introduction, overview, findings, conclusions or discussion of findings, and summary. Can include ideas for future study)

Psychology of Aging Paper. 25 points total

• Grading Criteria:

The paper needs to include (but not be limited to):

• Introduction: the goals and purposes of the paper
• Description of the aging population experiencing the topic you have chosen; types of problems or issues in your topic area (e.g, those using assistive devices (the population) may experience “disable-ism” (stereotyping). “Disable-ism” would be your topic choice.
• Description of the topic that you have chosen,
• Rationale for your choice of topic
• Agencies or organizations that help the aging population (e.g., with resources, depression, family problems)
• Description of professional and non-professional staff who work with the older population
• Observations of methods used to help clients; current research on the topic
• Examples of the utilization of a Gerontology-related Code of Ethics in re: your topic
• Description of things you might do to help aging clients or citizens in your topic area
• Analysis of your feelings or attitudes toward the aging population; advantages and disadvantages of working within such an age group; identified sources of (potential) challenges and satisfaction, stress, limitations of organizations or of yourself; how comfortable you would feel about working in the population.

Note: The grade earned for this paper will depend upon inclusion of each of the 10 areas described above. Points will be deducted if any section is omitted. 8-10 pp. is the customary length of paper. Please note that you can begin this paper at any time, as you will not base your paper solely upon class discussions or material covered in classes. You may, therefore, want to begin this paper preparation and have your topic approved early in the semester to avoid the “end-of-semester pileup of papers due” syndrome.

Cultural Artwork Critique. 25 points total

• Grading Criteria:
• Choose a work of art, preferably classic or a known artwork (medium is your choice), and review its relevance to the profession of gerontology and/or to the relevance of aging policy, politics, or stereotypes. Does it depict themes of social justice or oppression of certain groups, comfort and caring of older people, human compassion, ethical behavior, intergenerational activities, or other attention to matters of interest to the helping professions such as psychology or social work? If so, note these themes in the paper. Does it reflect attitudes toward aging? If the art depicts culturally sensitive materials, profanity, or similar, you must explain its relevance to the study of aging as human development and/or aging attitudes. Briefly discuss the content of the piece, and then discuss its relevance to the study of gerontology. You may include a copy of the artwork if it is possible to reproduce. If music, please submit a high-quality audio or video CD. Artwork Critique is comprised of 3-4 typed, double-spaced pages.

Writing Style:
Papers should be double-spaced in Times New Roman 12-point font, with 1 inch margins in APA style. Papers must be a MINIMUM of the specified number of pages of text, and a maximum of 10 pages of text under any circumstances, not including any title page or reference page. A reference page in APA style is titled “References”, rather than “Works Cited”. These papers should reflect an intelligent, thoughtful consideration of the topic, your opinion of the information available in the textbook and other sources, and how you might apply this information to your life (now or in the future).
High quality papers and other submitted work will do the following:

- Be well-written and in correct APA format if specified in directions
- Meet all the assignment specifications
- Demonstrate familiarity with significant scholarship on the topic
- Stay focused on a clearly articulated argument appropriate to the assignments
- Support claims with relevant, recent data and reference to scholarly authorities

Attendance and Participation (including Reflection Cards):
If you are not in class you have no opportunity to learn from classroom interactions; if you attend and participate in class, your chances increase considerably. It is expected that you will arrive on time. More than one absence or repeated tardiness will negatively impact experiential aspects of learning and, thus, will negatively affect your grade. Participation includes the submission of any day-to-day course assignment such as “bring notes to class on the topic of….” as well as actual attendance and submission of reflection cards on the due dates. Use of INDIVIDUAL ACADEMIC SUPPORT IN THE COURSE is encouraged as students determine it to be helpful. It is anticipated that students will find a meeting with the instructor to be clarifying. If a student is working within a disability that requires special accommodation or attention, you are expected to notify the instructor at the OUTSET of the course, to ensure a successful learning environment.

The instructor does not have a make-up policy per se; if a student must miss an assignment due date for any viable reason (illness, injury, or other adverse event to be determined by the instructor), consideration may be made for late submission of work. However, points deducted for lateness may still apply, generally at one letter grade deducted from the assignment grade per day of lateness.

Examination

Examination and measurement of learning will be conducted by review and grading of a Paper Topic Summary, Reflection Cards, a brief scholarly paper as an Artwork Critique of social/cultural themes pertaining to class learning about aging, and a Psychology of Aging paper written on the aging topic of choice.

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through CANVAS. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.
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<tr>
<th>Week of...</th>
<th>Topic</th>
<th>Readings</th>
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| Aug 26     | Introduction to Gerontology *R.C.  
Dr. Erdman Palmore: The Facts on Aging (Duke University) | |
| Aug 28     | Online: Research: history of aging studies and read course objectives. | |
| Sept 2     | The Profession of Gerontology  *R.C.  
Systems Theory: You Will Encounter Older People; Practice Settings  
The Uganda Project (Roberts, Newman, & Akiror) (ex: lit review) | |
| Sept 9     | Methods in Studying Aging & Writing Papers  add hx for Hodges class  
Theories of Aging: bring cursive or typed notes on aging theory to class.  
Disaster and Elders: Roberts and Ersing Studies. | |
| Sept 16    | Neuropsychology and Aging & The Power of Older Minds R.C.  
Cohen Ch. 1-2 | |
| Sept 23    | Online Class  
Cognitive brain changes  
Gerontology Values & Ethics  (look up)  
Handout for comment | |
| Sept 30    | The Genetics of Aging: Bio-Psycho-Social Aspects  
AgingPaper: Topic due | |
| Oct 7      | Online: Developmental Intelligence  
Cohen, Ch. 2 | |
| Oct 14     | Cognitive Interventions  
Handout | |
| Oct 21     | Practice Settings (look up and discuss relevance of aging psychology)  *R.C.  
The Second Half of Life  
Cohen, Ch. 3 | |
| Oct 28     | Online  Control Beliefs and Locus of Control  
Stress and Its Impact  
Aging Understanding for the Gerontology Practitioner (Roberts, JBSW) | |
| Nov 4      | Basic Psychological Needs: Met in the Aging Population?  
Health Disparities;  Confidentiality; Client Rights  
Cohen, Ch. 3 | |
| Nov 11     | Veterans Day: No Class | |
| Nov. 13    | Relationships & Intergenerational Needs*R.C.  
Caregiving: An Emerging Field of Aging.  
| Nov 18     | Cognitions, Memory, & Wisdom  
Loveland Project film  
Psychopathology of Aging: Emotional & Cognitive | |
| Nov 25     | Online: Cultivating Social Intelligence (read for next week)  
Cohen, Ch. 6 | |
| Dec 2      | Final class: Retirement + Grief and Loss, Bereavement  
Cultural Artwork Critique due Nov. 28 (elec)  
*R.C: Reflection cards due on specified dates in class.  
Will cover the chapter on the date shown. | |
GENERAL REFERENCE BIBLIOGRAPHY


