

## PSYS 423 - Psychology of Adult Life and Aging – Spring 2017

### **Course Details:** (This course is entirely online)

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### **Required Textbook:** (Required materials will be available through the WKU Store)

Cavanaugh, J. C., & Blanchard-Fields, F. (2010). *Adult development and aging* (6<sup>th</sup> ed). Belmont, CA: Thomson Wadsworth.

(ISBN-13: 978-0495601746 - The eBook is an excellent choice for this course as well. The seventh edition, albeit more expensive, will also work, but the page numbers for the assignments will not always match. See Readings Map for more details.)

### **Recommended Materials:**

American Psychological Association. (2009). *Publication manual of the APA* (6<sup>th</sup> ed). Washington, D.C.: APA.

ISBN-13: 978-1433805615 (Links to APA style sites will be provided if you do not own a manual.)

### **Course Description:**

*Prerequisites:* 21 hours of Colonnade Foundations and/or Explorations courses, or junior standing, or permission of instructor.

*Course Description:* Psychological processes in adulthood and aging. Emphasis on contemporary theories, methodological issues, and interactions of psychological, biological, social, and environmental factors in adulthood and aging.

*Colonnade Program:* Fulfills 3 out of 9 hours of course credit from the Connections category of the WKU Colonnade (General Education) Program, specifically in the *Connections-Systems* area. The following are the learning outcomes for the Connections-Systems category of the Colonnade Program as well as the learning objectives that will be introduced in this course to meet these outcomes.

<b><i>Connections Systems Learning Outcomes</i></b>	<b><i>Course Overview and Learning Outcomes</i></b>
Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Below are the three learning outcomes for Systems courses within the Connection Category of the Colonnade Program:	PSYS 423, Psychology of Adult Life and Aging, is a developmental psychology course that covers human aging. Aging is a process that involves growth in some psychological abilities, maintenance of others, and still decline in others. This course will cover adult development, primarily focusing on how psychological systems evolve throughout the latter half of life. Although society perpetuates stereotypes about how our psychological systems change as we grow older, this course will explore the science that underlies these changes to our psychological systems. Moreover, we will consider how one's individual talents, abilities, and struggles contribute to the processes by which aging impacts our psychological systems. Finally, we will explore the social dynamics of growing older in today's world to better understand the impact that aging psychological systems can have on public policy and the programming of psychological research. The main goals for this course are: (1) to help you become familiar with current psychological theories of aging and how they account for changes in psychological systems, (2) to facilitate your critical analysis of the inter-relations amongst cognitive, emotional, social, and biopsychological

	systems and their constituent components as they evolve throughout adulthood, and (3) to encourage you to consider how your own psychological systems as well as those of your loved ones, patients, and clients might dynamically evolve as the years pass. The learning outcomes for the course include:
1. Analyze how systems evolve.	(a) Discuss the research methods used by developmental psychologists to measure and characterize the impact that human aging has on the evolution of psychological systems, including their constituent components.
2. Compare the study of individual components to the analysis of entire systems.	(b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists.  (c) Identify the major changes in the above psychological systems that take place throughout adulthood and into old age and that have been substantiated with empirical evidence by psychological scientists.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	(d) Describe the conditions under which improvements and/or impairments in cognitive, social, emotional, and biopsychological systems noted in the laboratory by psychological scientists might translate into substantial changes in in everyday functioning outside of the laboratory.

Overall, your grade in this course will be dependent upon your performance on (a) unit quizzes that cover the course's topic areas and will be based on your readings, (b) written essays that ask you to apply theory and research findings from your readings, and (c) a course project that consists of a structured interview and research report. The deadlines for the assignments in this course will be spaced throughout the term to facilitate steady progress rather than attempting to quickly complete assignments by some date at the end of the term. You will have to meet these deadlines throughout the term; however, some leniency is built into the course assignments and will be explained further later in the syllabus. Please keep in mind that this is an upper division course and that all course work is expected to be of high quality (e.g., one's own interpretations are adequately communicated). **Successful students are motivated to learn about the aging process.** This course will challenge you to use your skills like a social scientist would to draw conclusions about the writing of other scientists. You will be asked to consider journal articles and book chapters of the foremost experts in gerontology. I will be communicating with you throughout the term, and look forward to the interaction and providing you with feedback on your assignments and course project.

*Disclaimer: The instructor reserves the right to postpone due dates but will not move them earlier. You are welcome to submit your work ahead of deadlines on Blackboard. The materials required for this course will not change and can be purchased online or from the WKU Store. Additional readings can be found on Blackboard.*

### Purpose of the Syllabus:

This syllabus is the roadmap for the course, and it outlines the schedule that we will use to cover the major topics of the course. It includes a list of specific deadlines for your assignments, a description of the **required** course reading, and grading guidelines. It is crucial that you read this syllabus, and that you ask me any questions that you might have about it. If you need more information, please let me know. I am happy to clarify my expectations. **You are responsible for navigating the course website on Blackboard to find the required readings, unit quizzes, and essay prompts. You are also responsible for checking your e-mail on a regular basis and to monitor the course website for announcements. If you do not have access to a computer with an internet connection, you should drop this course. Without a consistent internet connection, you will have difficulty meeting the course's objectives and submitting assignments.** (Image:seniorsworldchronicle.com)



### Where to start: How to begin this course?

Before you begin any assigned reading for this course or complete the first quiz, please read through this syllabus and complete the PSYS 423 agreement form posted on Blackboard. You will also be required to complete the “How to Recognize Plagiarism” tutorial from Indiana University. This tutorial can be found at: <https://www.indiana.edu/~academy/firstPrinciples/index.html> . It will ask you to read an overview on plagiarism, to consider real examples of plagiarism, and to practice identifying plagiarism. After studying the tutorial materials, you must complete the test and post a copy of the confirmation certificate that demonstrates that you achieved perfect performance on the test. When copying this certification, please use (a) a screen shot (or screen capture) of your internet browser (e.g., Ctrl+Print Screen) or (b) copy and paste what you see on your internet browser. If you have completed this tutorial for another class in the past year and saved the completion record, I will accept that one to save you some time.



**The Syllabus Agreement needs to be reviewed, initialed, and uploaded on Blackboard by 5PM on Friday, 1/27/2017. Documentation that you have completed the plagiarism tutorial is due by 5PM on Friday, 2/3/2017. PLEASE UPLOAD THESE DOCUMENTS TO BLACKBOARD in the designated region.** 10 points will be added to your course grade for the PSYS 423 syllabus agreement and 40 will be added to your total for the plagiarism tutorial. (Image:seniorjournal.com)

The quizzes and essays that you complete require that you read on your own and are prepared to answer questions over the content. I will post questions for your reading assignments for each unit (also known as unit assignments). Your quiz questions and essay prompts will be based on the answers to these unit assignments. These unit assignments are meant to help direct your reading and to facilitate your note taking. **I will not collect these unit assignments** but will be happy to answer questions that you have as you use these unit assignments to take notes on the course reading. There may be a strong temptation to write down word-for-word (i.e., to copy/plagiarize) responses from the reading materials when writing your essays. Through the agreement form and through the plagiarism tutorial, I am trying to communicate to you that doing this is unacceptable. Although copying may have been tolerated in one or more of your other classes, it is not tolerated in PSYS 423. If you plagiarize or cheat in this class, aside from the penalties specified herein, I might also notify the Judicial Affairs at WKU. This office meets with students who have violated the Academic Honor code specified in the Student Handbook and determines if additional sanctions should be applied to students who engage in academic misconduct. That said, I am happy to assist you when the content is complicated and you need further explanation. Sometimes the material can be complex, but you will find it to be very informative.

### Components of the Course:

Overall, your grade in this course will be dependent upon your performance on unit quizzes and essays that cover the course's topic areas and will be based on your readings. All students will also complete a structured interview and write a paper that integrates the course content with your own individual library research and the responses of your interviewee. These are all required components for the course and are completed by students who take PSYS

423 as an online course or a face-to-face course to meet Colonnade program requirements. Because this course is a web-course, students may assume that it will be easier than a face-to-face class. In truth, some students will find this course to be easier, and some will find it to be quite challenging.



(Image on left: [triblocal.com](http://triblocal.com)) If you do not normally read the assigned readings in your courses, then this is **not** the course for you. **You should drop this course if you are not willing to complete all of the assigned reading. Note that the readings were selected to be specifically relevant to the unit assignments. You will not read extraneous chapters.** I am more interested in the depth of your experience in the course than simply superficially covering topics. Students generally have provided positive feedback to me about this aspect of the course. The course readings are found on the final page of this syllabus and are plotted out by unit to coincide with the course calendar.

(Image on right: [scbankruptcyattorney.com](http://scbankruptcyattorney.com)) You will not have the regular face-to-face interactions with your peers and your instructor that you would otherwise have in a traditional classroom setting. To complete the assignments in this course, you **MUST** monitor your own progress and self-regulate. You will be expected to organize and manage your time well so that you can meet the deadlines that are set for you in the course calendar at the end of the syllabus. It is strongly recommended that you set aside at least 2-3 days



of each week to complete quizzes and essays. It is vital that you make a schedule to ensure that you are devoting enough time to the course to complete the assigned readings, unit questions in the unit assignments, quizzes, and essays. If you start to fall behind, you may quickly feel overwhelmed by the workload. **Deadlines for unit quizzes and for your written responses to essay prompts can be found in the course**

**calendar. The time listed is Bowling Green time, or Central Time.** Please note that the quiz deadlines FOLLOW the week that assigned readings are given so that you have the whole week to complete the assigned reading for unit quizzes that are due during the following week. This was done intentionally to give you time on weekends, if necessary, to catch up on your reading and studying. (Image above: [cafeypress.com](http://cafeypress.com))

#### A. Unit Quizzes (450 points):

You can earn 450 points toward your course grade from unit quizzes. There are 12 unit quizzes posted to Blackboard. Each unit quiz will be timed and will consist of multiple-choice and/or short-answer questions. Each unit quiz is worth 50 points.

Of these 12 quizzes, you are **required** to complete quizzes for the following four units:

\*Unit 1 (***Introduction and Research Methods***)

\*Unit 5 (***Memory and Cognition***)

\*Unit 2 (***Biology of Aging***)

\*Unit 10 (***Aging and Mental Health***)

This means that 200 of your quiz points will be determined by your performance on these four quizzes.

Of the 8 remaining unit quizzes, your top 5 scores will be used to calculate the remaining 250 points. You should complete at least 5 of the following unit quizzes:

\*Unit 3 (***Longevity***)

\*Unit 8 (***Changes in Intelligence with Age***)

\*Unit 4 (***Psychological Adjustment***)

\*Unit 9 (***Theories of Personality***)

\*Unit 6 (***Social Cognition in Adulthood***)

\*Unit 11 (***Relationships and Employment***)

\*Unit 7 (***Social Goals across the Life Span***)

\*Unit 12 (***Death and Bereavement***)

If you only complete 5 of these 8 quizzes, all 5 of the resulting quiz scores will be used in your grade calculation. If you complete more than 5 of these 8 quizzes, only your top 5 scores will be used in your grade calculation.

**To be perfectly clear, all students MUST complete quizzes for Units 1, 2, 5, and 10.**

Please note that you will have three attempts for each quiz, and your highest scoring attempt will be counted. Before you work on a unit quiz, you are expected to have completed (a) all of the assigned readings for the unit, and (b) the unit assignment posted to Blackboard that serves as a guide to benefit your comprehension of the assigned reading. Quizzes will have 30 minute time limits. Although you can use your book, notes, and unit assignments while completing them, it should be understood that I expect you to have completed the reading assignments before taking the quizzes. If you fail to do the reading and then attempt a quiz, you will likely do poorly on the quiz.

Quizzes are always due on the date found in the course calendar at 8PM. The unit assignments were developed to focus your reading and attention on the most important sections of the assigned reading. Quiz questions will be taken from the content covered by the unit assignments and in the assigned reading in general. I highly suggest that you work on the unit assignments before taking unit quizzes. You are expected to take the quizzes on your own. Any evidence of cheating on quizzes will automatically result in a zero on the quiz. Persistent cheating will lead to a F in the course and a hearing with the university's Judicial Affairs office. It is your responsibility to ensure that your computer is in working order, that your internet connection is strong, and that you have no other distractions that will interfere with your performance. I WILL NOT RESET a quiz because any or all of the aforementioned factors were not attended to in advance of your quiz attempt. Given that you have three attempts for each quiz, enough leniency is built into the quiz system for you to cope with the occasional loss of internet connectivity. It is your responsibility to ensure that you are meeting the requirements for the course. Quizzes are due by 8PM in order to minimize internet connectivity problems that sometimes emerge during high use times in the evening.

### B. Essays (150 points):

Twelve essay writing prompts are posted to Blackboard. These writing prompts provide you with directions on what to write about in your essays. Each student will write 3 essays, with one essay being written for a prompt in each of the three sets of prompts. You are expected to complete one essay from each of the following sets of prompts:

**Set 1:** Prompt 1, 2, 3, 4, or 5; **Set 2:** Prompt 6, 7, 8, or 9; **Set 3:** Prompt 10, 11, or 12.



**Do you need assistance with your writing?** Please check out the WKU Writing Center! Here is their website: <https://www.wku.edu/writingcenter/> They are found in 123 Cherry Hall and have a Glasgow center. You can also get in touch with them online for assistance.

Each essay is worth 50 points. Essays are always due at 8PM on their deadline days. When drafting your essays, please follow these rules:

✱ **Rule 1: Your essay should have a cover page, a reference page, and should have 2-3 pages of double-spaced content.** On the cover page, please type your name and indicate which prompt you are responding to. Then include 2-3 pages of writing to address the prompt. Finally, please include a reference page that cites the sources that you used for your essay. Please do not include an abstract.

✱ **Rule 2: Your essay should reflect your own thoughts on the prompt and should apply the knowledge that you have gained from the unit to address the problem posed in the prompt.** I am not looking for a mere re-statement of fact. I am asking you to apply what you have learned. This means that there may be some subjectivity to your response because what you write is based on your interpretation of what you are reading. Also, your response might depend on how motivated you are to seek additional sources to inform your thoughts and rationale

✱ **Rule 3: For each assignment, type out your responses in a word processing program.** Once you have completed your assignment, save it as a .doc or a .docx file. Please post your assignment to Blackboard using the SafeAssign link found in the essay folder. **Assignments will only be accepted if they use the .doc or .docx extensions.** When saving/submitting assignments, please use the following system for naming your files:

- If you are submitting an essay for prompt #1, call it... YOUR LAST NAMEprompt1.docx
- For instance, if Joseph Smith were a student, then his prompt #1 essay file would be "SMITHprompt1.docx" and his essay on prompt #6 would be saved as "SMITHprompt6.docx"

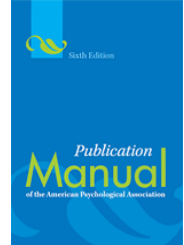
✱ **Rule 4: Each time that you upload a file to Blackboard, please save a copy of it for yourself.** This may be useful if the file fails to upload, as you will have a copy to upload again or to send to me via e-mail.

✱ **Rule 5: Your responses should use correct grammar, and they should be appropriately clear and reflect the points/arguments that you are making.** You must use complete sentences and formal paragraph structure. Be

sure that your responses address **every issue** that is raised in each question. Please refrain from copying your responses verbatim entirely from the readings.

PLEASE NOTE THAT THE FOLLOWING FOUR RULES ARE THE MOST IMPORTANT RULES. IF YOU FAIL TO FOLLOW THEM, YOUR SCORES WILL BE DRAMATICALLY AFFECTED.

✳ **Rule 6: In your responses, you are expected to cite your sources so that I can tell where you are finding the answers to the questions.** You will be using other people's knowledge to answer the questions. Follow APA citation rules. When citing others in your writing, you must use parenthetical citations within the body of your text. How to cite authors is discussed in the APA Publication Manual that is recommended for this course. If you **fail to cite** your sources using APA formatting rules, your essay score will be affected dramatically. (Image: [apastyle.org](http://apastyle.org))



Please refer to the following websites for information on use of APA formatting for citations:

1. In-text citations as well as info on reference section: <https://owl.english.purdue.edu/owl/resource/560/01/>
2. File that allows you to see how citation styles compare across discipline with specific examples of how to use APA style: [https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)

✳ **Rule 7: At the end of EVERY essay, you will compile a list of sources that you have cited in that assignment. Your cited references section must be in APA format.** Please see above links for citation help. Do not use footnotes. Do not use bullets. (Image: [rt.com](http://rt.com))



✳ **Rule 8: Always examine the SafeAssign originality report for your papers when you upload them to Blackboard so that you can determine if you inadvertently plagiarized in your essay.** Plagiarism is a serious problem at universities. We have taken steps to help you avoid plagiarism. When you upload your essay, I can see the Blackboard SafeAssign Originality Report on your work. This tool will compare your writing to (a) every source in the library and on the internet, and (b) the writing of all students, past and current, in order to make sure that you are not inadvertently or purposefully plagiarizing. I can always tell when a student is plagiarizing because the report will tell me exactly where your writing comes from if you copy/cheat. I expect you to think while you write and to write **in your own words**. Plagiarism will also lead to a zero on the essay.

✳ **Rule 9: When writing your essays, the use of quotations should be minimized. If you use a quotation, you must cite the appropriate source using APA formatting rules AND you must explain in your writing EXACTLY WHY YOU CHOSE TO USE THE EXACT WORDS AND PHRASING OF ANOTHER AUTHOR.** While you read for class, you will notice that authors rarely ever include quotations in their writing. The reason behind this is that use of quotations takes up space that the author needs for their own writing. Consequently, when authors use quotations within the discipline of psychology, they explain exactly why they are drawing attention to the exact words used by another authors. It is far more expedient to paraphrase support for your arguments than to use quotations. I am expecting you to write **in your own words**. The writing assignments are not so long as to afford you the space that you would need to include multiple quotations.

Please keep in mind that late essays will not be scored. A score of zero will be assigned for any essays that are late or if no essay is submitted at all for a given deadline. Please do not hesitate to contact me if you have questions about a given essay assignment.

Of the 50 points available per essay, 34 are awarded for content and 16 are awarded for format/style (see rubric below that will be used to evaluate writing format and style). Half of the style points are awarded for APA format.

#### **Writing Format and Style: (out of 16 points)**

- \_\_\_\_\_ (2 points) (a) Includes cover page and a reference page
- \_\_\_\_\_ (2 points) (b) 2-3 pages of content
- \_\_\_\_\_ (4 points) (c) In-text citations follow APA guidelines
- \_\_\_\_\_ (4 points) (d) Reference section follows APA guidelines
- \_\_\_\_\_ (2 points) (e) Essay organized into paragraphs with appropriate paragraph structure
- \_\_\_\_\_ (2 points) (f) Essay has been proofread for spelling and grammar errors



**Do you need assistance with your writing?** Please check out the WKU Writing Center! Here is their website: <https://www.wku.edu/writingcenter/> They are found in 123 Cherry Hall and have a Glasgow center. You can also get in touch with them online for assistance.

### C. Course Project (150 points)

#### **Part 1: The Structured Interview (50 points) – Due: Friday, April 21 at 5PM Central Time**

As we grow older, many aspects of our lives will change, psychological systems will evolve. We will take on new responsibilities as we pursue careers and have children, and we will shed obligations that were once important as children become less dependent upon us for resources. Until we live through these years, it can be incredibly difficult to anticipate the impact that these changes have on our identities. You will interview a senior citizen to get a sense for how noticeable physical, social, emotional, and cognitive changes are, as we grow older. Please find one senior citizen (i.e., someone over the age of 60) to interview. You will summarize their responses to the below questions. **It is important that your interviewee remain completely anonymous. Please do not indicate your interviewee's name nor how he or she is related to you in your paper.** For your interview, please use the questions (A-H) listed below. **In addition, please come up with three additional questions to ask your interviewee (I, J, and K).** You should specify how you developed these three additional questions so that it is clear to the reader why you asked them of your interviewee. You are awarded points for explaining why you asked the questions that you developed on your own.

#### **Questions to ask interviewee:**

- A. Do you have the same personal interests and hobbies now that you did when you were in your 20s? If not, what has changed and why do you think that your interests have evolved? How have they changed over time?
- B. How would you describe your parents' approach to raising you as a child? Do you see any similarities between their styles and the style that you used to raise your own children or grandchildren? Has any aspect of parenting changed over time? Are these changes due to changes in the times or due to a decision that you made? (If the interviewee does not have any children, ask him/her what they feel has changed in terms of how others raise their children.)
- C. Take a moment and think about your best friend. What is it that makes this person so special to you? How might you handle a disagreement with this person? What types of strategies might you avoid using if you and your best friend had a disagreement? Have you noticed any differences between how you react to conflict today and how you used to react to conflicts as a young person?
- D. What has been the most noticeable change in your physical health over the past 20 years? Has this change created any limitations on your daily activities? If yes, what have you done to compensate for these changes so that you can continue to be successful?
- E. Some researchers feel that the mind slows down as we grow older. Apart from the occasional lapse of memory that everyone experiences (younger and mature alike), have you noticed any changes in the ways that you think about problems or puzzles? In the ways that you plan activities? In what keeps you motivated to stay focused on a particular task? Finally, have you ever felt that someone was treating you different than others just because of your age? If yes, please describe the experience and how that person's behavior made you feel.
- F. Spirituality is a large part of some people's lives. Over the past 20 to 30 years, have you experienced a deepening of your faith? If yes, how would you describe this process? If no, why do think this is not the case?
- G. Does any member of your family help you to carry out activities that you used to do on your own? If yes, would you characterize this shared experience as being positive, negative, or a little of both, and why? If no, imagine that one day you did need help; how do you think this would impact your family and friends?
- H. In terms of your relationships with your friends and family, what do you think is more important: (1) having a large number of people that you can count on and interact with, or (2) focusing time and energy only on those with whom you have close relationships? How have your priorities changed within your relationships? Are the interactions that you have with your friends and family different today than they were 20 years ago?
- I, J, K. Please create three new questions to ask your interviewee. These questions should deal with issues that interest you the most. When you describe your interviewee's responses to these three questions, please be sure to indicate what motivated you to ask **each** of these three questions.

Please take notes on your interviewee's responses. From them, compose a summary that is **3-4 pages, double-spaced** and uses the following formatting: 12 point, Times New Roman font, and 1-inch margins. Please also add a cover page (which does not count toward the 3-4 pages). **Again, it is important that your interviewee remain**

**anonymous. Please do not indicate your interviewee's name nor how he or she is related to you in your paper.** Do not type the questions themselves into your paper. I obviously know what they are given that they are found above in the syllabus. Rather, you are expected to organize your paper using appropriate paragraph structure to discuss what your interviewee said. You may quote your interviewee, but, given space limits, you might find it easier to paraphrase. Below is the rubric that will be used to score your interview.

### **PSYS 423 –Structured Interview Rubric (out of 50 points)**

#### **Introduction**

\_\_\_ 3 pts: Student introduces reader to interviewee, and interviewee remains anonymous

#### **Mandatory Questions A through H**

\_\_\_ 3 pts: (a) Evolution of personal interests and hobbies

\_\_\_ 3 pts: (b) Parenting style of self versus parents

\_\_\_ 3 pts: (c) Strategies for solving disagreements with friends

\_\_\_ 3 pts: (d) Changes in physical health

\_\_\_ 3 pts: (e) Cognitive changes

\_\_\_ 3 pts: (f) Changes in spirituality

\_\_\_ 3 pts: (g) Support from others

\_\_\_ 3 pts: (h) Large # of relationships or a few

#### **Student-Generated Questions I, J, and K**

\_\_\_ 2 pts: (i) Q1: Student asks interviewee about \_\_\_\_\_

\_\_\_ 2 pts: (i) Reason student asks this question: \_\_\_\_\_

\_\_\_ 2 pts: (j) Q2: Student asks interviewee about \_\_\_\_\_

\_\_\_ 2 pts: (j) Reason student asks this question: \_\_\_\_\_

\_\_\_ 2 pts: (k) Q3: Student asks interviewee about \_\_\_\_\_

\_\_\_ 2 pts: (k) Reason student asks this question: \_\_\_\_\_

#### **Writing Style:**

\_\_\_ 3 pts: Writing includes no grammar or spelling mistakes

\_\_\_ 3 pts: Writing includes paragraph structure and is not a mere list of responses

\_\_\_ 5 pts: Follows all formatting guidelines: (1) 3-4 pages, (2) double-spaced, (3) Times New Roman font, (4) size 12, (5) 1-inch margins, (6) cover page

\_\_\_ : Total points (out of 50)

### **Part 2: The Research Report (100 points) – Due Tuesday, May 9 at 5PM Central Time**

Students completing PSYS 423 will first conduct an interview (Part 1 on prior pages) and then afterwards complete a brief research report to further analyze their interviewee's responses. This report shall be **5 to 6 pages in length, double-spaced** and use the following formatting: 12 point, Times New Roman font, and 1-inch margins. Please also add a **cover page and a reference page** (which do not count toward the 5-6 page requirement). How are psychological systems evolving over time in your interviewee? This is the major theme of this report. Your report is to be divided into **three segments**: (1) Identification of Evolution of Interviewee, (2) Review of Empirical Evidence on System Evolution, and (3) Summary of Evolution. Please carefully follow these instructions.

#### **Segment One: Identification of Evolution of Interviewee (Target: 1-1.5 pages)**

To begin this report, first select **three** questions from the interview that you are most interested in further considering. This will vary between students based on your own interests as well as the nature of responses provided by your interviewee. You will note that all of the interview questions asked the interviewee to consider how various

aspects of their psychological systems have changed over time (e.g., social functioning, cognitive functioning, spirituality, the role of physical abilities in self-care, etc.).

**\*\*Within the first segment of your report, please briefly:**

- (a) Discuss your interviewee's responses to the three questions that you selected. Do not copy and paste what you have written from your interview. You must re-word it and be concise.
- (b) Highlight what, if anything, has changed within each psychological system or function discussed,
- (c) Indicate whether you believe these changes/lack of changes are consistent with what one expects from normal aging (a.k.a. primary aging) and/or are consistent with non-normal (or secondary) aging (e.g., something specific to the health/environment of the interviewee). Be sure to discuss why these changes are normal/non-normal by comparing your interviewee to older adults in general using what you have learned this semester.
- (d) Describe what these changes mean to the interviewee in terms of their ability to live, interact, learn, and care for themselves. In other words, do the changes in one or more aspects of the interviewee holistically impact who the interviewee is and how they exist in their world?

### **Segment Two: Review of Empirical Evidence on System Evolution (Target: 3-4 pages)**

The second segment is the most important and challenging part of this paper. In the first segment, you discussed your interviewee's responses to questions about three different psychological systems. In the second segment, you will gather some empirical evidence from the literature and describe whether or not your interviewee's responses are typical of what psychologists find in their research. What is empirical evidence? "Empirical" means measureable through studies! It is **not** popular press stories, Wikipedia, or websites Googled at random.

Please use a Library database, like PsycInfo ( <http://libguides.wku.edu/go.php?c=10924250> ), or an open-source database, like Google Scholar ( <https://scholar.google.com/> ), to locate one or two journal articles for **each** of the three topics that you discussed on the first segment of this report. **You MUST examine at least four journal articles in your paper.** You will be able to make stronger arguments if you examine six journal articles in your paper. For instance, if you were interested in learning more about what psychologists have found in terms of how aging impacts memory, you could enter terms like "aging," "forgetful," "memory," etc. into the databases to locate specific articles on the topic. Ultimately, you are looking for empirical evidence (i.e., a study that has data) to describe what would reflect typical change in a person's functioning over time for each of the three topics discussed in segment one. Once you have found at least 4 but no more than 8 journal articles with empirical studies, please read through these papers and note whether the evolution in the psychological system described in each paper is similar to what you have described for your interviewee in Segment One. Also note what techniques the authors are using to ask and answer their research questions. Look specifically for the types of tasks or questionnaires that the participants are completing when they take part in the study. You are going to be describing how you think your interviewee would behave if they were in the study (e.g., "If my interviewee participated in the study, he would have been asked to memorize five different lists of words with 20 words in each list. Given that the authors expected older adults to perform more poorly than younger adults, my interviewee would have likely performed poorly relative to me if I had participated. However, given that my interviewee is in good health, he probably would have scored above average on the memory test. In other words, if average was 12 words per list, my interviewee would have remembered at least 12 words and probably no more than 15."). **YOU ARE NOT ALLOWED TO USE THE ARTICLES THAT YOU HAVE READ AS ASSIGNED READING IN CLASS.** I am expecting you to read articles that you have not read for class to support your arguments. If you have difficulty locating useful articles, please do not hesitate to ask Dr. M'ski. He is quite willing to assist you. Note that some articles have been posted to Blackboard for each topic to facilitate your search in a separate folder. You may use these articles because they are not assigned readings for the individual units.

**\*\*Within the second segment of your report, please:**

- (a) Describe what specific age-related changes the authors of the article were examining and how they examined them. Discuss what the general outcomes were for their work (i.e., what did they find). Then connect this back to what change you did or did not observe in your interviewee. It should be clear what these papers say when it comes to the impact that aging has on bringing change to the psychological systems of your interviewee.
- (b) To make things more concrete, describe how your interviewee might have performed within the study/experiment in each article. To do this, you must describe how the authors are measuring human performance (e.g., thought, behavior, emotion, or physiology). What kind of test or survey did they use? What data were gathered from the participants by the authors to address their research questions. Be specific. Talk about the actual measures

used and how the authors conceptualized a psychological process from the measure. Then predict how your interviewee would behave given the specific measure(s) used if they participated in the study. And,

(c) Briefly discuss the impact that any age differences described in the journal articles might have on how an older adult is able to function in today's world. In other words, how large or dramatic of a change is being suggested by the empirical evidence that you have discussed. If there is a change as measured in the lab, does it mean anything for the older adult's ability to take care of themselves and live a normal life?

Please note that for this segment of your report, you should address (a)-(c) above for each psychological system/function separately. You should have two to three paragraphs within this segment for each of the questions that you identified in segment one. Also, while you write this segment of your report, it is absolutely critical that you use APA formatting rules for both the in-text citations and your reference section. To repeat, please do not use sources that are overly general and that fail to cite studies done by researchers, so please do not use Wikipedia, books, magazines, newspapers, websites, etc. It is possible that you might not understand every aspect of the journal articles that you cite. The journal articles should contain information that are useful to your arguments even if some of the methods and statistics are hard to follow. You are expected to read and describe more than the abstract of the journal articles that you are citing.

### Segment Three: Summary of Evolution (Target: 1 page)

\*\*In the third segment, please summarize the first two segments of your report in one or two paragraphs. Please:

- (a) Describe how your interviewee's psychological systems have changed over time due to aging,
- (b) Indicate if the change that you documented in your interviewee is consistent with psychologists generally find when measuring change in psychological functioning in their research. Reiterate how you know this given how the researchers studied their samples of individuals, re-citing the papers that you used. And
- (c) Briefly describe the impact that the aging process has had on your interviewee's ability to function independently and whether or not additional future change should be expected for your interviewee.

The rubric that will be used to score your research report is found below.

### PSYS 423 –Research Report (out of 100 points)

#### Segment One (out of 21)

- \_\_\_ 6 pts: (a) Three interviewee responses that will be focus of report
- \_\_\_ 6 pts: (b) How has interviewee changed for each of three questions
- \_\_\_ 6 pts: (c) Are changes due to normal or non-normal aging? How do they compare with changes found in other older adults?
- \_\_\_ 3 pts: (d) Brief description of impact that changes have holistically to interviewee

#### Segment Two (out of 44)

- \_\_\_ 21 pts: (a) Summary of empirical evidence from journal articles (what investigated/found?)
  - Function/System 1: \_\_\_\_\_
  - Function/System 2: \_\_\_\_\_
  - Function/System 3: \_\_\_\_\_
- \_\_\_ 18 pts: (b) Predict interviewee performance in studies for system (what measured/how would the interviewee respond on the measures/tasks if they had participated)
  - Function/System 1: \_\_\_\_\_
  - Function/System 2: \_\_\_\_\_
  - Function/System 3: \_\_\_\_\_
- \_\_\_ 5 pts: (c) Given change documented in empirical evidence, what is real-world impact on functioning?

#### Segment Three (out of 13)

- \_\_\_ 5 pts: (a) Change in interviewee's psychological systems
- \_\_\_ 5 pts: (b) Change in systems expected for older adults given research findings citing evidence again
- \_\_\_ 3 pts: (c) Impact of change on whole person as they age

#### Writing Style: (out of 22)

- \_\_\_ 5 pts: Writing reflects careful thought and clear arguments
- \_\_\_ 5 pts: Writing includes no grammar or spelling mistakes
- \_\_\_ 12 pts: Appropriate use of APA format, including body, in-text citations, and reference page

\_\_\_ : Total points (out of 100)



**Students with Disabilities:** (Image: wku.edu)

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, 1074 DSU (Downing Student Union). Their phone number is (270) 745-5004. TDD: (270) 745-3030. Please do not request accommodations directly from me without a letter of accommodation from the SARC. If you know for certain that you have a

disability that can impact the time that you need to complete time-limited online quizzes, please get in touch with SARC to complete an accommodation request as soon as possible. Extended time can be offered.

**Course Grading Breakdown:**

Based on your assignments, you can earn up to 800 points.

PSYS 423 agreement	10 points
Plagiarism tutorial	40 points
Course Project	150 points
Essays (3 @ 50)	150 points
Unit Quizzes (9 @ 50)	450 points
Total	800 points

**Grading Scheme: (no rounding)**

720-800 pts =	A	(4.0)
640-719 pts =	B	(3.0)
560-639 pts =	C	(2.0)
480-559 pts =	D	(1.0)
< 480 points =	F	(0.0)

**Your overall grade in the course will be based on the number of points that you earn. It is up to you to obtain the grade that you want.** As indicated above, there will be no rounding of points.

**Academic Integrity:**

All students are assumed to have read the Academic Offenses section of the Student Handbook. Academic offenses are taken extremely seriously and are referred to the Office of Student Life for further action. Specific violations include academic dishonesty, cheating, and plagiarism.

**What is plagiarism?** – “To represent ideas or interpretations from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism” – Source WKU Faculty Handbook, 16<sup>th</sup> edition (2001).

**Search engines (e.g., Google) and other software (i.e., Blackboard SafeAssign) may be used in this course to monitor student writing for plagiarism.** If you have any concerns about whether or not your writing seems like plagiarism, please contact me. Please do not plagiarize from your textbook. It is very easy to examine your writing for this. If there is any suspicion of plagiarism, a grade of ZERO points is automatically awarded to the student for the assignment, and the student will be required to demonstrate that they did not plagiarize by orally defending their responses on the assignment (i.e., meet with the professor and discuss the assignment to prove that they have a thorough understanding of the answers that were provided). Similarly, cheating will result in an automatic score of ZERO points on the assignment. The student will be required to prove that they did not cheat on the assignment by orally defending their responses on the assignment to the professor.



**Do you need assistance with your writing?** Please check out the WKU Writing Center! Here is their website: <https://www.wku.edu/writingcenter/> They are found in 123 Cherry Hall and have a Glasgow center. You can also get in touch with them online for assistance.

Psychology of Adult Life and Aging (PSYS 423) Course Calendar			
Week	Date	Topics and Reading Assignments from Cavanaugh & Blanchard-Fields	Deadlines
1	1/23/2017 through 1/27/2017	Syllabus and Unit #1: Research Methods (Chapter 1)	Syllabus Agreement due by 5PM on Friday, 1/27
2	1/30/2017 through 2/3/2017	Unit #2: Physical Changes and Perception (Chapter 3)	Unit #1 quiz due by 8PM on Monday, 1/30
			Plagiarism Tutorial Completion due by 5PM on Friday, 2/3
3	2/6/2017 through 2/10/2017	Unit #3: Longevity and Independent Functioning (Chapter 4)	Unit #2 quiz due by 8PM on Tuesday, 2/7
4	2/13/2017 through 2/17/2017	Unit #4: Person-Environment Interactions (Chapter 5)	Unit #3 quiz due by 8PM on Monday, 2/13
5	2/20/2017 through 2/24/2017	Unit #5: Memory and Cognitive Functioning (Chapter 6)	Unit #4 quiz due by 8PM on Monday, 2/20
6	2/27/2017 through 3/3/2017	Unit #6: Social Cognition (Chapter 8)	Unit #5 quiz due by 8PM on Monday, 2/27
			Essay from Set 1 (Prompts 1-5) due by 8PM on Thursday, 3/2
7	3/6/2017 through 3/10/2017	Unit #7: Social Goals and Problem Solving (Chapter 8 continued)	Unit #6 quiz due on Monday, 3/6
8	3/13/2017 through 3/17/2017	<b>SPRING BREAK WEEK</b> Unit #8: Intelligence (Chapter 7)	Unit #7 quiz due by 8PM on Monday, 3/13
9	3/20/2017 through 3/24/2017	Unit #9: Personality (Chapter 9)	Unit #8 quiz due by 8PM on Monday, 3/20
10	3/27/2017 through 3/31/2017	Unit #10: Mental Health (Chapter 10)	Unit #9 quiz due by 8PM on Monday, 3/27
			Essay from Set 2 (Prompts 6-9) due by 8PM on Friday, 3/31
11	4/3/2017 through 4/7/2017	Unit #11: Relationships and Work, Leisure, and Retirement (Chs. 11 and 12)	Unit #10 quiz due by 8PM on Wednesday, 4/5
12	4/10/2017 through 4/14/2017	Unit #12: Dying and Grieving (Chapter 13)	Unit #11 quiz due by 8PM on Monday, 4/10
13	4/17/2017 through 4/21/2017	Reading for final project	Unit #12 quiz due by 8PM on Monday, 4/17
			Structured Interview due by 5PM on Friday, 4/21
14	4/24/2017 through 4/28/2017	Reading for final project	Essay from Set 3 (Prompts 10-12) due by 8PM on Wednesday, 4/26
15	5/1/2017 through 5/5/2017	Reading for final project	
16	5/8/2017 through 5/12/2017	Final Exam Week	Research Report Due by 5PM on Tuesday, 5/9

Readings Map for PSYS 423			
Unit #	Readings from Cavanaugh and Blanchard-Fields, 6th edition	Journal Article/Peer-Reviewed Book Chapter Reading	Readings from Cavanaugh and Blanchard-Fields, 7th edition
1	1(1-31)	Hertzog, C., & Dixon, R. A. (1996). Methodological issues in research on cognition and aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 3, pp. 66-116). NY: McGraw-Hill.	1(1-31)
2	3(65-100)	Scheiber, F. (2005). Vision and Aging. In J. E. Birren & K. W. Schaie (Eds.), <i>Handbook of Psychology and Aging</i> (5th ed.; Ch. 7, pp. 129-154). San Diego: Academic.	3(57-91)
3	4(107-143)	Kunzmann, U., Little, T. D., & Smith J. (2000). Is age-related stability of subjective well-being a paradox? Cross-sectional and longitudinal evidence from the Berlin Aging Study. <i>Psychology and Aging</i> , 15, 511-526.	4(92-122)
4	5(149-178)	Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. <i>American Psychologist</i> , 52, 366-380.	5(127-153)
5	6(185-225)	a. Park, D. C. (1999). The basic mechanisms accounting for age-related decline in cognitive function. In D. C. Park & N. Schwarz (Eds.), <i>Cognitive Aging: A Primer</i> (Ch. 1, pp. 3-19). Philadelphia: Psychology Press. b. Smith, A. D., & Earles, J. L. K. (1996). Memory changes in normal aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 6, pp. 192-220). NY: McGraw-Hill.	6(157-180)
6	8(280-293,296-303)	a. Blanchard-Fields, F. (1999). Social schematicity and causal attributions. In T. M. Hess & F. Blanchard-Fields (Eds.) <i>Social Cognition and Aging</i> (Ch. 10, pp. 219-235). San Diego: Academic Press. b. Blanchard-Fields, F., & Horhota, M. (2005). Age differences in the correspondence bias: When a plausible explanation matters. <i>Journal of Gerontology: Psychological Sciences</i> , 60B, P259-267.	8(216-232,235-240)
7	8(293-296)	a. Mather, M., & Carstensen, L. L. (2005). Aging and motivated cognition: The positivity effect in attention and memory. <i>Trends in Cognitive Sciences</i> , 9, 496-502. b. Blanchard-Fields, F. (2007). Everyday problem solving and emotion. <i>Current Directions in Psychological Science</i> , 16, 26-31.	8(232-235)
8	7(233-274)	Schae, K. W., & Willis, S. L. (1996). Psychometric intelligence and aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 9, pp. 293-322). NY: McGraw-Hill.	7(185-212)
9	9(315-357)	Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. <i>Current Directions in Psychological Science</i> , 17, 31-35.	9(245-270)
10	10(357-396)	a. Schulz, R., Martire, L. M., Beach, S. R., & Scheier, M. F. (2000). Depression and mortality in the elderly. <i>Current Directions in Psychological Science</i> , 9, 204-208. b. Gandy, S. (2005). The role of beta-amyloid accumulation in common forms of Alzheimer's Disease. <i>Journal of Clinical Investigation</i> , 115, 1121-1129.	10(274-306)
11	11(402-414,434-442) / 12(447-471)	a. Lee, C. C., Czaja, S. J., & Sharit, J. (2009). Training older workers for technology-based employment. <i>Educational Gerontology</i> , 35, 15-31. b. Fingerman, K. L., & Baker, B. N. (2006). Socioemotional aspects of aging. In J. Wilmoth & K. Ferraro (Eds.), <i>Perspectives in Gerontology</i> (3rd ed.; pp. 183-202). New York: Springer.	11(310-318,332-338)/12(342-359)
12	13(493-525)	Wenger, N. S., & Carmel, S. (2004). Physicians' religiosity and end-of-life care attitudes and behavior. <i>The Mount Sinai Journal of Medicine</i> , 71, 335-343.	13(493-526)