

PSYS 423 - Psychology of Adult Life and Aging – Fall 2021

This course is entirely online to make it convenient to complete. You do NOT need to make arrangements to complete quizzes at a testing center, but you will need to download the Respondus Lockdown browser.

All assignments are submitted via Blackboard.

Course Details:

Instructor: Dr. Andy Mienaltowski (Dr. M'ski)

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Office Hours: Fall office hours are by appointment. I can meet with you via phone or Zoom, and am happy to set up a time to chat about questions as well as your interest in class content and future career goals with senior citizens. We can set up a meeting time that is convenient for your schedule. We can also meet in my office 1025 KTH if you would like.

Required Textbook: (choose one – any one of these three editions is sufficient)

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

Cavanaugh, J. C., & Blanchard-Fields, F. (2014). *Adult development and aging* (7th ed). Belmont, CA: Thomson Wadsworth.

Cavanaugh, J. C., & Blanchard-Fields, F. (2019). *Adult development and aging* (8th ed). Belmont, CA: Cengage.

(You may use the eBook for the course if you prefer. Page numbers for the readings are provided for all 3 editions of the textbook and supplemental text info is provided on Blackboard. See Readings Map for more details at end of syllabus.)

Recommended Materials:

American Psychological Association. (2019). *Publication manual of the APA* (7th ed). Washington, D.C.: APA.

ISBN-13: 9781433832161 (Links to APA style sites will be provided if you do not own a manual.)

Required Software:

For this online course, you are required to download the **Respondus Lockdown Browser** to take quizzes. This browser is free, compatible with PCs (Windows 10) and with Macs (Apple OS), and is easy to use. You are welcome to use your readings and notes that you take while reading and studying in order to complete the quizzes. You are not allowed, however, to search the web. The lockdown browser allows you to access quizzes on your computer but it prevents you from using other websites. You can complete all quizzes in the comfort of your own home.

You can download the lock down browser here:

PC - <https://www.respondus.com/lockdown/download.php?ostype=1&id=476234332>

Mac - <https://www.respondus.com/lockdown/download.php?ostype=2&id=476234332>

WKU offers a tutorial video on how to install the browser:

https://itweb.wku.edu/training_atech/index.php?fuseaction=view.yt&id=636

Course Description:

Prerequisites: 21 hours of Foundations & Explorations Courses, or junior status, 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.

General Info about the Course: For this course, you will be assessed through (a) unit quizzes that cover the course's topic areas and will be based on your readings, (b) two short written essays that ask you to apply theory and research findings from your readings to important topics in aging and psychology, and (c) a two-part term project. The deadlines for the assignments in this course are spaced throughout the term to facilitate steady progress. All activities are submitted through Blackboard, so a consistent internet connection is needed. **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 work 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.

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.

<i>Connections Systems Learning Outcomes</i>	<i>Course Overview and Learning Outcomes</i>
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:	<p>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.</p> <p>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:</p>
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.	<p>(b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists.</p> <p>(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.</p>
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.

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: (Image:seniorsworldchronicle.com)

This syllabus is the course roadmap. It outlines the schedule we will use to cover core topics. 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 be unable to meet the course's objectives and submit assignments.** As noted on the first page of the syllabus, you must also download the lockdown browser to complete quizzes. This browser is compatible with Windows 10 and Apple OS.

**Where to start: How to begin this course?** (Image left: seniorjournal.com; right: triblocal.com)

Before you begin any assigned reading for this course or complete the first quiz, please read through this syllabus and complete the PSYS 423 syllabus agreement form posted on Blackboard. **Your syllabus agreement is due by Friday, August 27, at 10AM. You will be able to upload it to Blackboard.** By completing this agreement on time, you will earn 10 points of extra credit. **All students must complete the agreement in order to earn a grade in the course.** Should you complete the assignments in the course but not the syllabus agreement, you will earn an incomplete in the course until the agreement is submitted. The quizzes and essays that you complete for PSYS 423 require

that you read on your own and that you are prepared to answer questions over the content. I will post questions for your reading assignments for each unit (also known as unit assignments). **The unit assignments are study guides to help you prepare for the quizzes. These are not mandatory for you to complete but they will be very helpful for preparing for the quizzes.** Your quiz questions and essay prompts are based on the content in these unit assignments. They are meant to help direct your reading and facilitate note taking. 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. According to the syllabus agreement form, you agree not to engage in cheating and/or plagiarism in this course. 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 any additional sanctions should be applied to students who engage in academic misconduct.

**Components of the Course:** (Image on right: scbankruptcyattorney.com)

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 with an older person and a research paper that integrates the interviewee's experience into findings from empirical studies. 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 find this course to be easier, and some find it to be challenging. 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 the assigned reading.**



Note that the readings were selected to be specifically relevant to the unit quizzes and essays. 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.

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 time to read, to complete quizzes, and to write 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 the essays will always be at 10:00AM (Bowling Green/Central Time) on the days that they are assigned.** In the past, I have used a late night deadline (e.g., 11PM or midnight), but I have received requests from students to move this time to the morning because the deadline sometimes was not late enough in the evening. The **10:00AM deadline** allows each student to work as late or as early into the evenings as might be preferred. You are always welcome to upload your writing assignments or to complete quizzes ahead of schedule. (Image left: *cafeexpress.com*)

*** IMPORTANT POLICY ON LATE WORK ***

Throughout the pandemic, I have discovered that my students benefit from a more generous policy on submitting late work. Consequently, for all activities (**except the syllabus agreement and the assignment due during final exam week**), **students can have within 24 hours of the original deadline to complete the work without penalty and no questions asked.** If late, assignments must be submitted within 24 hours of the deadline (i.e., by 10AM the next day). After this late period, a zero is recorded.

Illness/Covid-19 Policy on Late Work or Make-up Work:

Normally, absences due to illness require a few days to catch up. Covid-19 has lengthened an ill student's time away from class from a few days to sometimes two weeks. If you contract Covid-19 and are unable to complete assignments, we will work on getting you through the missed work as a result of illness. Extensions due to illness do not give students an advantage and should not be perceived as unfair. This will require that we communicate with one another about how you are doing. All university policies on missed work due to illness apply here.

A. Unit Quizzes (350 points):

During the term, there are 12 unit quizzes available. Four unit quizzes are mandatory for every student. Of the remaining eight, you will have flexibility in terms of which three you complete. You must complete **seven** quizzes.

Each unit quiz can be found on Blackboard, will be timed (30 minutes), will consist of multiple-choice and/or short-answer questions, and is worth 50 points. For each quiz deadline, you will have 3 attempts for a quiz, and your highest scoring attempt will be counted. Before you start a unit quiz, you are expected to have completed (a) all of the assigned readings for the unit, and (b) at minimum, read through the unit assignment posted to Blackboard that serves as a guide to benefit your comprehension of the assigned reading. Although you can use your book, notes, and unit assignments while completing quizzes, you are expected to understand the reading assignments before completing quizzes. If you fail to do the reading and then attempt a quiz, you will likely do poorly on the quiz.

Again, of the 12 quizzes, **four are mandatory**. That means that you will choose three of the remaining eight to complete. These eight are grouped to restrict your choice a little in order to ensure a broad coverage of course topics.

Which quizzes do I have to complete?

All students **must** complete quizzes for these four units:

- *Unit 1 (*Introduction and Research Methods*)
- *Unit 2 (*Biology of Aging*)
- *Unit 5 (*Memory and Cognition*)
- *Unit 10 (*Aging and Mental Health*)

From the remaining units, please select:

- One quiz from Unit 3 (*Longevity*) or Unit 4 (*Psychological Adjustment*)
- One quiz from Unit 6 (*Social Cognition in Adulthood*) or Unit 7 (*Social Goals across the Life Span*) or Unit 8 (*Changes in Intelligence with Age*) or Unit 9 (*Theories of Personality*)
- One quiz from Unit 11 (*Relationships and Employment*) or Unit 12 (*Death and Bereavement*)

Due dates for these quizzes are provided on the course calendar. Quizzes are always due on the **date found in the course calendar at 10:00AM**.

Please 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. Having 3 attempts for each quiz builds in enough leniency 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. 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. This really should not be an issue given the Respondus Browser. Additionally, it has not been an issue in the past.

Note that the unit assignments were developed to help you 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, at minimum, you read over the unit assignments before taking unit quizzes should you choose not to use the unit assignments to take notes.

All students are required to download the Respondus Lockdown Browser in order to complete quizzes in this class. This version does **NOT** proctor via webcam. The benefit of this software is that you can complete work at home without having to go to a testing center. Links to download the browser are on the first page of this syllabus. Once installed, you would open the program, log in to Blackboard like normal, and navigate to the quiz page for the course to take a quiz. The lockdown browser has been used successfully by thousands of WKU students.

B. Essays (100 points):

Twelve essay prompts will be posted to Blackboard grouped into three blocks. These writing prompts provide you with directions on what to write about in your essays. **Each student will write one essay from two of the three blocks of prompts.** Each essay is worth 50 points. Deadlines are set by specific blocks, once a given block deadline has passed, you can no longer select from the essay prompts in that group.

When drafting your essays, please follow these rules:

✳ **Rule 1: Your essay must 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 your sources.

✳ **Rule 2: Your essay must 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, .docx, or .pdf extensions.** Do not submit files using the .pages extension from a Mac. Pages files are not compatible with Blackboard and should be converted to document files. 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 Jane Smith were a student, then her prompt #1 essay file would be "SMITHprompt1.docx" and her 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. This is plagiarism.

✳ **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, you will **receive a zero on the essay** and you will not have an opportunity to make up the assignment.

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.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

2. File that allows you to see a sample paper in APA style. (Note you may choose you use either the APA 7 Student Paper format or the APA 7 Professional Paper format. Most students find the student formatting to be faster and more efficient):

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

✱ **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. (Images: 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.



The best strategies to use your own words and to avoid plagiarism are: (a) read the passage that you want to talk about, (b) think about what it is saying, and (c) type out what you think the main idea is without using the authors' words. It is okay if your interpretation differs a little from the authors' interpretation. It's your 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 few authors 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.

Essay Scoring:

Essays are worth 50 points; 34 are awarded for content and 16 are awarded for format and style (see rubric below that will be used to evaluate writing format and style).

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

Note: Use of quotations will lead to a substantial deduction from the above points that can be earned for writing format and style.

C. Course Project (50 points)**Part 1: The Structured Interview (50 points) – Due: Friday, October 22 at 10AM 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 others (i.e., 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.

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 conscious decision on your part? (If the interviewee has no kids, 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. Please remember to include a cover page for the interview.

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)

Comments:

Part 2: The Research Report (100 points) – Due Friday, November 19 at 10AM 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.

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:**

- 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.
- Highlight the extent to which the interviewee has changed within each psychological system or function discussed,
- Indicate whether you believe these changes or lack of changes are consistent with what one would expect to result from normal aging (a.k.a primary aging) and/or are consistent with non-normal (or secondary) aging (e.g., something very specific to the health or environment of the interviewee). Be sure that you discuss why these changes are normal/non-normal by comparing your interviewee to older adults in general using what you have learned this semester.
- 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 by imagining your interviewee as an actual participant in the experiments. What is empirical evidence? Empirical refers to measureable evidence, or research studies!

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 4-8 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. Because you are going to mention abstract ideas like memory, attention, physical health, parenting, etc., please be sure that you also briefly define each concept that you mention.
- b) To make things more concrete, briefly 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. That is, what if your interviewee were a participant? How would he/she have responded to the questionnaires in the study? In the past, a student has said: “my interviewee would have done pretty good.” Please do NOT do this in your paper. What does “pretty good mean”? The answer is specific to the test being discussed and needs clarification. And,
- c) 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. Please let me know if I can help you with this part of your report. I will provide some helpful websites on Blackboard to facilitate this component of your report as well. One more thing to note... 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. This is okay and fully expected. The journal articles should contain information that are useful to your arguments even if some of the methods and statistics are hard to follow. **Note that you do not have to describe every measure in the studies that you read. Stick with providing details about the ones that are most important to the point that you are trying to make.**

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 what 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. 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 on the next page.

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; pretend that interviewee took part in studies)
 - 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 the instructor 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.

Please note that additional university policies can be found here: <https://www.wku.edu/syllabusinfo/>

And include Title IX Discrimination and Harassment policies as well as information about some critical services provided by the university. All students are encouraged to review the information found at the above link.

Course Grading Breakdown:

Based on your assignments, you can earn up to 600 points.

Course Project Interview	50 points
Course Project Research Paper	100 points
Essays (2 @ 50)	100 points
Mandatory Unit Quizzes (4@50)	200 points
Flexible Unit Quizzes (3 @ 50)	150 points
Total 600 points	

Grading Scheme: (no rounding)

537-600 pts =	A	(4.0)
477-536 pts =	B	(3.0)
417-476 pts =	C	(2.0)
357-416 pts =	D	(1.0)
< 357 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. Note that you will earn 10 extra credit points by completing the syllabus agreement & submitting it on Blackboard by 10AM, Friday, August 27.

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, 16th edition (2001).

Note that you are not allowed to use quotations for your essays in this course. You should paraphrase.

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 or journal articles. 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.

Self-Plagiarism. Please note that you are to generate unique content for this course’s essays. You are not to use papers that you have submitted for other classes. The writing assignments for this course have specific instructions, so, although your past work may inform what you know about a topic, your past work will not address the specific questions posed in this course. **Use of work from another class to meet this class’s objectives is called self-plagiarism and is not allowed in this course.**

Plagiarism is relatively rare in this course as students who complete it are typically genuinely motivated to learn about the aging process. In all honesty, it just is not worth cheating or plagiarizing in college. At the heart of most cases of plagiarism that I have observed is time management. If you are running into problems meeting deadlines, please avoid the temptation to cheat or plagiarize. Please reach out to me immediately about your concerns. Your success is important to me, and, although we have a limited time frame in which to work, we can at least explore options together.

PSYS 423 - Fall 2021 Course Calendar

All deadlines are at 10AM Central Time in Bowling Green, Kentucky for the day listed

Week	Due Date	Unit #	Assignment Due on Blackboard Fridays by 10AM
1	8/27	1	Syllabus agreement, and Introduction and Methods unit quiz
2	9/3	2	Biology unit quiz
3	9/10	3 or 4	Longevity or Adjustment unit quiz
4	9/17		Essay 1
5	9/24	5	Memory and Cognition unit quiz
6	10/1	6, 7, 8, or 9	Social Cognition, Social Goals, Intelligence, or Personality unit quiz
7	10/8		Essay 2
8	10/15		<i>Nothing due - Fall Break Oct 14-15</i>
9	10/22		Interview Project
10	10/29		<i>Nothing due - Take a break this week</i>
11	11/5	10	Mental Health unit quiz
12	11/12		<i>Nothing due - use time for research paper</i>
13	11/19		Research Paper Project
14	11/26		<i>Nothing due - Thanksgiving Break Nov 24-26</i>
15	12/3	11 or 12	Relationship/Retirement or Dying unit quiz
16	12/10		Essay 3

Note that the 24-hour late policy mentioned earlier in the syllabus applies to all assignments above EXCEPT the syllabus agreement (due 8/27) and Essay 3 (due 12/10).

Readings Map for PSYS 423

Unit #	Readings from Cavanaugh and Blanchard-Fields, 6th edition	Readings from Cavanaugh and Blanchard-Fields, 7th edition	Readings from Cavanaugh and Blanchard-Fields, 8th edition	Journal Article/Peer-Reviewed Book Chapter Reading
1	1(1-31)	1(1-31)	1(2-28)	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.
2	3(65-100)	3(57-91)	3(56-89)	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	4(107-143)	4(92-122)	4(90-125)	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	5(149-178)	5(127-153)	5(126-156)	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	6(185-225)	6(157-180)	6(157-184)	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	8(280-293,296-303)	8(216-232,235-240)	8(215-231,236-242)	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.
7	8(293-296)	8(232-235)	8(231-236)	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	7(233-274)	7(185-212)	7(185-214)	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.
9	9(315-357)	9(245-270)	9(243-269)	Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. <i>Current Directions in Psychological Science</i> , 17, 31-35.
10	10(357-396)	10(274-306)	10(270-306)	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.
11	11(402-414,434-442) / 12(447-471)	11(310-318,332-338)/12(342-359)	11(307-338)/12(339-370)	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.
12	13(493-525)	13(375-404)	13(371-400)	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.