

University of Montana

## ScholarWorks at University of Montana

---

Syllabi

Course Syllabi

---

Spring 2-1-2017

### PSYX 233.01: Fundamentals of the Psychology of Aging

Nicole McCray

University of Montana - Missoula, [nicole.mccray@umontana.edu](mailto:nicole.mccray@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

McCray, Nicole, "PSYX 233.01: Fundamentals of the Psychology of Aging" (2017). *Syllabi*. 5256.

<https://scholarworks.umt.edu/syllabi/5256>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# Psychology 233 – Fundamentals of the Psychology of Aging

Spring 2017

## Course Location and Time

SS 352

Tuesday and Thursday 11:00am -12:20 pm

## Instructor Information

Instructor: Nicole McCray, Ph.D.

Office: Skaggs Bldg. 203

Email: [nicole.mccray@umontana.edu](mailto:nicole.mccray@umontana.edu) (the best way to contact me)

Office hours: MWF 11-12

## Course Objectives

The primary purpose of this course is to provide students with an overview of issues relevant to adult development and aging. The class is taught from a biological, psychological, and social perspective. Specific topics to be covered include developmental theoretical orientations, developmental research design, physical and sensory changes, relationships, personality, memory, dementia, wisdom, death and dying, etc. Students are expected to think critically about the issues and to actively participate in class discussions. The format of the course will rely on both lecture and discussion.

In order to accomplish this objective, it is expected that students will exhibit professional behavior throughout the course. This includes, for example, student attendance, preparedness, and active participation and involvement in class. Students not exhibiting professional behavior may be asked to leave.

## Recommended Text

Cavangaugh, J.C., & Blanchard-Fields, F. (2011/2006). *Adult development and aging* (6<sup>th</sup> ed.). CA: Wadsworth/Thompson Learning.

## Grading

Your final course grade will be based upon 260 total possible points that will be distributed as follows:

4 Exams (50 points each): 200

1 Assignment (50 points): 50

In-class Activities: 10

Course grading will be based on the following point scale:

A = 234-260 (90-100%)

B = 208-233 (80- 89%)

C = 182-207 (70-79%)

D = 156-181 (60-69%)

F = 0-155 (0-59%)

## Exams

Four exams will be given during the semester, each worth 50 points. The exams will test your knowledge of topics covered by the course text and information from lecture.

- Exam format: Multiple choice. **(NCS 50/50 blue/green scantron forms are needed for tests)**
- Exam make-up policy: When possible, give prior notice of a missed exam. Be prepared to provide reasonable evidence and documentation for missing an exam. Make-up exams may be in a different format than the original exam.
- Missed exam: If you miss an exam and do not make arrangements for a make-up exam, you will receive a zero as your grade for that exam.

## Assignments

There will be an assortment of individual assignments of which you are to pick 1. A total of five options are listed on the last page of your syllabus. These assignments are designed to increase your understanding of a theory/topic. This assignment will contribute 50 points to your final course grade.

## Course Guidelines and Policies

### Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### Attendance

Attendance is not mandatory and role will not be taken. However, your course grade is mostly determined by exams (which will include material primarily from lecture as well as the text). **Course notes are not posted – if you miss class, you are responsible for the material covered.**

### Cell Phones

Cell phones are to be turned off during class, please.

### Courtesy

Courtesy is expected. Come to class on time and stay for the entire session. If you have an emergency and must arrive or depart late or early, please do so quietly. Be respectful of the instructor and classmates, do not be a distraction to others. Please familiarize yourself with the [Student Conduct Code](#).

### Course Withdrawal

**April 3** is the last day to drop classes with an add/drop form, without the Dean's signature. After that date, no petitions to drop the course will be signed and no Incompletes will be given except in documentable emergency situations.

### Syllabus

The instructor reserves the right to change the syllabus if necessary.

## Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Assigned Material</b>
Jan. 24	Course Overview	
Jan. 26	Theoretical background & Research Methods	Chapter 1
Jan. 31-Feb. 2	Neuroscience	Chapter 2
Feb. 7-9	Physical Changes	Chapter 3
Feb. 14-16	Longevity, Health, and Functioning	Chapter 4
<b>Tuesday, Feb. 21</b>	<b>EXAM 1</b>	<b>Chapters 1-4</b>
Feb. 23-28	Person-Environment Interactions	Chapter 5
Mar. 2-7	Attention and Memory	Chapter 6
Mar. 9-14	Intelligence	Chapter 7
<b>Mar. 20-24</b>	<b>Spring Break</b>	
Mar. 16-28	Social Cognition	Chapter 8
<b>Thursday, Mar. 30</b>	<b>EXAM 2</b>	<b>Chapters 5-8</b>
Apr. 4-6	Personality	Chapter 9
<b>Thursday, April 6</b>	<b>Assignment Due</b>	
Apr. 11-13	Mental Health/Disorders	Chapter 10
Apr. 18-20	Relationships	Chapter 11
<b>Tuesday, Apr. 25</b>	<b>EXAM 3</b>	<b>Chapters 9-11</b>
Apr. 27	Work, Leisure, Retirement	Chapter 12
May 2	Dying and Bereavement	Chapter 13
May 4	Successful Aging	Chapter 14
<b>Tuesday, May 9 (8:00-10:00)</b>	<b>Final Exam</b>	<b>Chapters 12-14</b>

## Potential Assignments

From this list of 5, please choose 1 to complete as the assignment portion of this class. Independent of choice, the assignment is due on THURSDAY, APRIL 6 - AT THE START OF CLASS. Late assignments will be docked 10 points each day late, including weekends. Students must turn in a hard copy of the assignment – no emailed submissions will be accepted without approval of the instructor.

Please note, some of these assignments may take some planning. You must specify the number of the assignment you choose when you turn your paper in.

Assignments must be well-written and complete, as grading will depend on grammar, APA style (if appropriate) and general readability. Assignments should be between 2-3 pages in length, typed, double-spaced, no weird fonts or spacing, and stapled. PAPERS EXCEEDING 3 PAGES (not including references/title page) WILL BE DOCKED 5 POINTS. As always, plagiarism will not be accepted, resulting in action from the psychology department and earning no points for the assignment. This is an academic paper, which means that you must use peer reviewed sources if you are citing material beyond your textbook. Do not just give your opinion on an issue or describe your own experience, be sure to include concepts from class.

1. **Movie Review.** Choose a film featuring the elderly and evaluate the portrayal of older adults based on what you have learned in class. Are older adults portrayed in a positive or negative light in the film? Use the myths about aging quiz completed in class and discuss which of the myths were present in the film you choose. Be sure to integrate concepts discussed in class.
2. You have been hired by a large nursing home corporation to aid in the design of their newest facility. Use what you have learned from this course to design the ideal nursing home. Be sure to consider the changing sensory, physical, health, cognitive, and social abilities of older adults. What types of activities would you plan for the residents to contribute to positive outcomes? How would your nursing home contribute to successful aging? Be sure to integrate concepts discussed in class.
3. Write a case study of an older adult. Remember that a case study is a detailed description of the experience of one person. If your fictional older adult suffers from a particular disease, describe their experience, what contributed to the disease, and what factors might influence future outcomes for them. If your fictional adult has “aged successfully,” describe the factors that contributed to this outcome. Be sure to integrate concepts discussed in class.
4. Choose a facility that works with older adults in the community (i.e. The Senior Citizen Center or a nursing home) and arrange a time for you to observe the facility for an hour or more. Perhaps you could attend a lunch or dinner where there are older adults spending time together. Be sure to describe at least 4 concepts outlined in the text (i.e. aging stereotypes, declines in sensory systems, etc.).
5. Write a short review of a current issue for aging adults (elder abuse, retirement, Social Security, Death with Dignity, Sexuality, etc.).
6. Choose your own assignment. Must be approved by the instructor. Assignments not previously approved will not be accepted.