

Course Syllabus

"Age is an issue of mind over matter. If you don't mind, it doesn't matter."
Mark Twain

COURSE: **Psychology of Aging**
GERs-1343 (200) (3:3:0)

SEMESTER: Spring 2016

CLASS TIMES: Tuesday/Thursday 1:30-2:45, RC 516

INSTRUCTOR: Mollie McCook-Melton M.Ed
Program Coordinator and Professor Applied Rehabilitation Psychology
Allied Health Department Chairperson

OFFICE: South Plains College
Reese Campus
Building 5 Office 514
528 Gilbert Drive
Lubbock, TX 79416

OFFICE HOURS: **Monday** **Tuesday** **Wednesday** **Thursday** **Friday**
11:00-12:30 10:00-11:00 9:30-12:00 10:00-11:00 11:00-12:00
3:00-4:00

By individual appointment or office hours

OFFICE PHONE: (806) 716-4652

E-MAIL: mmelton@southplainscollege.edu

Facebook: www.facebook.com/southplainscollegeappliedrehabilitationpsychology

Class Messages: To receive messages via text, text @aging2 to 81010. If you trouble using 81010, try texting @aging2 to (806) 472-4424

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

Examination of human development in the adult years, and exploration of the psychological needs and associated responses of the individual during the aging process. Includes common cognitive disorders that affect the elderly with an emphasis on mental health and optimum development.

STUDENT LEARNING OUTCOMES

The student will

1. Analyze aging theories and report learning on two essay exams.	1. Formative Assessment Minimum score of 75 to meet competencies Essay Exams
2. Interact and present information on the current health care systems, trends in aging, and the social, physical, and psychological aspects of aging.	2. Formative Assessments Minimum score of 75 to meet competencies Research Rubric 1B Oral Presentation Rubric 1A
3. Create a research portfolio and design a residential aging facility.	3. Direct Measure Minimum score of 75 to meet competencies Design of an aging facility
Refer to Evaluation Measures for assessment procedures.	

COURSE OBJECTIVES - Outline form (correlated to Scans and Foundations Skills)

1. Define aging. F10, C15
2. Compare and contrast the current theories on aging. F2
3. Describe trends and myths associated with aging. C5,6,F2
4. Explain the current health care system and issues relating to an aging population. F7
5. Explain the current positions relating to social security. F7
6. Describe the past, present, and future trends regarding the abuse of the elderly. F2
7. Discuss issues relating to death and dying. F2
8. Describe and explain social and psychological aspects of aging. F2,7

EVALUATION METHODS

During the course of the semester, there will be two (2) examinations. All tests will be in an essay format, with a minimum score of 75 needed to demonstrate an understanding of didactic aging materials.

A research portfolio and presentation of findings to the class is required, with a minimum score of 75 to successfully meet the course competency for research methods and oral presentations. For the final examination, the student is required to design an aging facility, using the data presented during the course to substantiate the rationale for the project.

Assessment Measures:

Direct Measure

- Design of aging facility (The narrative design will be included in the students clinical file)

Formative Measure

- Research Rubric 1B
- Oral Presentation Rubric 1A

Essay Examinations

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. SCANS and Foundation Skills attached.

VERIFICATION OF WORKPLACE COMPETENCIES – This course offers theoretical perspectives on aging and supports learning experiences during student field placements. The students aging facility design narrative will be submitted and placed in their clinical file.

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

There are no texts required for the course. There are a number of assigned readings and research projects.

ATTENDANCE POLICY

Students are expected to attend all classes in order to be successful and the student maybe administratively withdrawn from the course when absences become excessive, as defined by three (3) or more absences. The student is required to make up any class work missed due to an absence. Please refer to the South Plains College General Online Catalog (2015-2016: refer to enrollment in courses) for specific policies on classroom attendance. The advantages of attending every class and reading course material cannot be overemphasized.

ASSIGNMENT POLICY

Each student is required to accumulate research on a selected topic on aging. A research portfolio is due from each student and accounts for 30% of the overall grade. Specific requirements are as follows:

1. Choose a topic in aging.
2. Design a learning contract indicating your particular learning objectives, learning resources and strategies, evidence of accomplishment, target dates, and methods of evaluation.
3. Collect articles from current educational journals pertaining to your specific topic. Then write a summary sheet on the main points of each article. Include a bibliography along with the summary sheet.
4. Present your raw data and summary sheets in a portfolio in the following order
 - a. Cover sheet giving a narrative account of your search and the choices you made along the way.
 - b. Learning contract
 - c. Evidence of library research; articles with summaries, bibliography
 - d. Project findings and reflection.
5. The grading format for the research project will be presented in class.

Mentor Project

As a means to enhance learning and promote successful completion of the course learning objectives, graduated and graduating Applied Rehabilitation Psychology students, will be present to assist students with the parameters of the research portfolio and the design of the aging facility. The types of contacts will be reviewed with the student and the graduated student, to determine the most efficient type of communication.

The completed research portfolio is due on: MARCH 3, 2016

Each student will present his/her research findings to the class. Specifics dates for the presentations will be assigned during the second week of the semester. At that time, a course calendar will be provided to the student.

GRADING POLICY - Grades in this course will be determined using the following criteria:

GRADING POLICY:

EXAMINATIONS	30%
RESEARCH	30%
RESEARCH PRESENTATION	10%
FACILITY VISITS & GUEST SPEAKERS	10%
FINAL EXAMINATION	20%

GRADES ARE DETERMINED AS FOLLOWS:

A - 100-90	D - 74-70
B - 89-80	F - BELOW 70
C - 79-75	

COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email and Remind on a regular basis.

STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide.

SPECIAL REQUIREMENTS

- Cell Phones** – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging. Cell phones are to be used outside the classroom only.

COURSE OUTLINE

COURSE TOPICS AND ISSUES

1. Definition on aging
2. Theories on aging
3. Conflict between generations
4. Care giving
5. Medical aspects related to aging
6. Health care & nursing home care
7. Social Security
8. Retirement
9. Social and cultural aspects of aging
10. Political issues related to the aging
11. Elderly abuse
12. Trends and myths about aging
13. Minority issues as related to aging
14. Future trends on aging
15. Aging and society
16. Death and dying (Funerals)
17. Economic issues and financial planning as related to aging
18. Ageism
19. Baby boomers
20. Older drivers
21. Global aging
22. Marketing/advertising
23. Aging organizations and groups
24. Special topics as related to aging

UNIT ONE:

"One of the many things no one tells about aging is that it's such a nice change from being young." Will Rogers

1. Defining age and aging
2. Ageism
3. Theories on aging
4. Trends and myths about aging
5. Over view of political and economic issues related to aging

UNIT TWO:

1. Health care and nursing homes
2. Medical issues & medication advances
3. Social Security and relevant legislation
4. Elderly abuse
5. Care giving
6. Social and cultural issues related to aging

EXAMINATION ONE

UNIT THREE:

"I don't know how I got over the hill without getting to the top." Will Rogers

1. Physical aspects of aging
2. Care giving
3. Generational Conflict (baby boomers)
4. Nursing home care
5. Minority issues related to aging
6. Political issues related to aging (Global aging)
7. Economic issues and financial planning as related to aging

UNIT FOUR:

1. Social and psychological aspects of aging
2. Marriage and sexual issues related to aging
3. Death and dying
4. Retirement issues
5. Trends in aging
6. Careers in aging
7. Marketing /advertising to an aging population
8. Aging organizations and groups
9. Special topics in aging

EXAMINATION TWO

FINAL EXAMINATION: Each student will design a residential living facility and submit to the instructor on April 14, 2016

Class presentations of the assignment are scheduled for May 12, 2016 (10:15-12:15)

"Eventually you will reach a point when you stop lying about your age and start bragging about." Will Rogers

ACCOMMODATIONS

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.



Course Agreement
GERS – 1343 (200)

I _____ have received a copy of the course syllabus. I have reviewed the syllabus thoroughly, and understand the course format, attendance, and examination system. I further understand my responsibilities and rights, as explain by the instructor, and agree to all course requirements as stated in the syllabus.

Signature

Date