Purpose of Course:

Aging is a lifelong process involving complex interrelationships of the individual with their environment. The issues are multiple, involving not only changes within the individual, but also changes within the societal setting. In order to understand the process of aging, one must fit together many factors which impact on ageing, consider the consequence of change, and recognize effective strategies for coping. The purpose of this course is to examine the numerous psychosocial factors involved in adjustment to the aging process.

Required Text:


All other articles will be available via Desire to Learn (D2L), including a copy of Galvin (2006), Writing Literature Reviews, a text that will be used weekly to help you write your paper.

Course Requirements:

This course will be conducted as a faculty- and student-led seminar. You will be expected to read all material, prepare a discussion question for ONE reading assignment each week, complete a quiz each class period, participate in all class discussions, lead at least one class discussion, and prepare a 7-page literature review on one of the topics that we discuss in this course.

Discussion questions: Prior to each class period you will be expected to pose ONE discussion question (one based on the articles that will be covered. See “leading discussion” section below for details) that is based on some aspect of the reading assignment that: (a) you did not understand or found confusing; (b) you believe would benefit from clarification or elaboration; (c) you believe should be addressed in future research; or (d) you believe to be inaccurate or an inappropriate interpretation of the data or the literature. The goal of these
questions is to promote class discussion and set the occasion for critical thinking and class commentary. Discussion questions should be posted on D2L by 5:00 p.m. TWO DAYS BEFORE LECTURE (i.e., 5 pm Wednesday). Any questions posted between 5 pm Wednesday and 5 pm Thursday will receive half credit. Questions posted after 5:01 pm Thursday will not receive any credit. Please review all of the questions posted by other students before each class session.

Keep in mind that you only receive points for ORIGINAL posts that are questions. Commenting on someone else’s post, although wonderful, will not get you any points. Also, posting statements (e.g., “I think this is really important!”) will not get you any points. Finally, your question should spark discussion. If I can google the answer, then it demonstrates to me that you are asking the first question that came to your head, not one that is designed to spark discussion. Questions that I can google the answer for will receive 0 points (I will provide the link in your feedback, along with the 0 score).

It is the student’s responsibility to ensure that his or her questions were posted. If you are having trouble submitting the questions, email them to me to make sure they go through on time (please only do this if you are having trouble with blackboard – I get 30 to 60 emails a day and it is easy to lose emails, which would result in you losing points). If you email me to say that you did not post your question because D2L was not working, you will not receive your points – instead of emailing to complain about D2L, you should have emailed the discussion question!

If you are submitting a discussion question via email, it is best to use the email option embedded within D2L. Using that option “tags” the email in a way that I will know it is related to this course (i.e., less likely I will lose it!).

**Leading discussions**: Each week we will have a student or student team lead class discussion on one topic. The discussion leader(s) will be expected to become familiar with assigned readings (i.e., the chapter from the book), and will be expected to find TWO research articles (per presenter) related to the topic (the goal will be to find articles that contradict each other. For example, one article supporting cutting social security and one article that denounces it).

Students will prepare a brief outline of issues that they plan to discuss, begin their portion of the class session with a brief overview of the reading assignments, and help lead the class discussion on both conceptual and methodological issues related to the two articles. The discussion topic will be based on the student(s) term paper (see below for more detail). Potential issues that might be discussed include (but are not limited to) the social or economic importance of the problem, arguments for or against issues related to the topic, research supporting or refuting those arguments, the selection of the dependent variable(s) used in a study, how the behavior of interest was measured, alternative measurement strategies, appropriateness of the subject population used in the study, alternative intervention strategies, alternative conceptualizations of the intervention strategy, clinical significance of the intervention’s effect, concerns about data analysis, conclusions drawn by the authors, program maintenance, generalization, or dissemination to other settings or environments.

Please prepare your discussion outline in advance and be prepared to turn it in to me at the end of the class session. I will assist you in leading the class discussions, comment on studies, and pose additional questions. I am also willing to schedule time to meet with you before class to provide feedback on about your discussion outline or suggestions on serving as a discussion
leader.

On the third day of class, students will receive their assigned day for leading discussion. Undergraduates can choose to work together in pairs or can choose to lead discussion alone. Graduate students will lead discussion alone.

Length of presentation:
- Undergraduates – about 30 min per
- Graduates – about 60 min per
- Undergrad Team (2) – about 60 min
- Grad Team (2) – about 120 min

**Timeline for discussion prep**

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignment</th>
<th>Point Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 days before presentation</td>
<td>Send the supplemental readings that you have secured for your topic to Dr. Baker and he will post them on D2L (you must send them as .pdf files)</td>
<td>10</td>
</tr>
<tr>
<td>8 days before presentation</td>
<td>Send quiz questions to Dr. Baker</td>
<td>10</td>
</tr>
<tr>
<td>No less than 5 days before presentation</td>
<td>Schedule a meeting with Dr. Baker to discuss your presentation</td>
<td>10</td>
</tr>
<tr>
<td>Day before presentation</td>
<td>5 pm – review discussion questions and prepare presentation to address the relevant discussion questions</td>
<td>I can’t check on this, so no points, but I strongly recommend you follow this timeline</td>
</tr>
<tr>
<td>Day of presentation</td>
<td>Provide summary of readings/outline to Dr. Baker</td>
<td>20</td>
</tr>
<tr>
<td>Day of presentation</td>
<td>Class discussion (40), including reviewing all relevant discussion posts (10)</td>
<td>50</td>
</tr>
</tbody>
</table>

**Quizzes:** In addition to preparing class discussion, the student leader(s) will prepare 4 quiz questions over the reading material (two for one article and two for the other). Those questions are due 1 week before the student(s) are scheduled to lead class. I will review the questions and distribute the list to the class. On the day of class, I will choose 5 questions (e.g., three that I make and two of the four students submitted) to give as a quiz at the beginning of class. Quizzes will occur during the first **15 minutes** of class. Quizzes can be taken early if a student is aware of a potential conflict (students MUST contact the instructor **AT LEAST 7 days** in
advance to take a quiz early). No make ups will for a quiz will occur once a quiz has been administered (i.e., you cannot take the quiz the following week).

Put another way:

Quizzes cannot be made up or rescheduled after the quiz has been administered. They occur only once. There will be no circumstances under which a quiz can be made up. I am serious about this – no doctor’s note, coroner’s note, coach’s note, mother’s note, or divine being’s note will result in a rescheduling of the quiz. Simply put, you signed up for a class that meets Friday morning at 9 am. BE THERE. If you are not there, you score a 0. DO NOT EMAIL ME TO ASK IF YOU CAN RESCHEDULE IT WITH LESS THAN 7 DAYS NOTICE. I will not respond to such emails.

Class Participation: Everyone enrolled in this course will be expected to attend class regularly (part of your grade will be daily participation and quiz scores, so not coming to class will adversely affect your grade), complete all of the reading assignments before class, and participate in class discussions. Offering your opinions, commentary, concerns, and experience is necessary to make this seminar a useful and interesting experience.

Class participation will be based on my subjective interpretation of your participation on 10 unannounced class periods. Students will not be informed of when these periods will occur, so the best option is to always contribute to class discussion.

Term Paper – Undergraduate students: Each student (NOTE THAT ALTHOUGH UNDERGRADUATES CAN WORK TOGETHER ON LEADING CLASS DISCUSSION, THEY MUST WORK ALONE ON THE FINAL PAPER. THAT IS, EACH PAIR WILL TURN IN TWO SEPARATE PAPERS. Extensive similarity between student assignments may be considered evidence of academic misconduct) will be expected to write a 7-page review (no more, no less) and analysis of the published literature on a topic directly related to the content of this course. The topics you can choose from should address one of the 12 controversies put forward in the Moody (2012) text. Please note that you CANNOT do the presentation and paper without the book!

1. Does Old Age Have Meaning?
2. Why do our Bodies Grow Old?
3. Does Intellectual Functioning Decline with Age?
4. Should We Ration Health Care for Older People?
5. Should Families Provide for Their Own?
6. Should Older People be Protected From Bad Choices?
7. Should People Have the Choice to End Their Lives?
8. Should Age or Need be the Basis for Entitlement?
9. What is the Future for Social Security?
10. Is Retirement Obsolete?
11. Aging Boomers: Boom or Bust?
12. The New Aging Marketplace: Hope or Hype?

The paper should include a history of the controversial issue based on information from the Moody text and from other primary sources (i.e., peer-reviewed research). The paper should then go into presenting the two cases or sides of the argument and evidence for each. It should not be
apparent from this paper which side you subscribe to – this is NOT an opinion paper, rather it is a review topic. The paper should conclude with a summary of the main points from both sides and a discussion of the future directions for the controversy. Formatting of your paper should follow the APA publication guidelines (Publications Manual of the American Psychological Association, 6th edition).

All assignments are to be submitted via D2L (preferred) and MUST be in APA 6th edition format. I will not accept any emailed copies, though you may email a copy as a back up to D2L (sometimes the file that is uploaded to D2L is different in format from what students thought they uploaded, due to when they click save in the document, so some students send me an email copy just in case).

**Term Paper – Graduate students:** Each student (NOTE THAT ALTHOUGH GRADUATE STUDENTS CAN WORK TOGETHER ON LEADING CLASS DISCUSSION, THEY MUST WORK ALONE ON THE FINAL PAPER. THAT IS, EACH PAIR WILL TURN IN TWO SEPARATE PAPERS. **Extensive similarity between student assignments may be considered evidence of academic misconduct**) will be expected to write a 7-page review (no more, no less) and analysis of the published literature on a topic directly related to the content of this course. There are two types broad topics you can choose from: a) aging controversies or b) intervention research in gerontology and clinical geriatrics.

For the first topic, aging controversies, the topics you can choose from should address one of the 12 controversies put forward in the Moody (2012) text.

1. Does Old Age Have Meaning?
2. Why do our Bodies Grow Old?
3. Does Intellectual Functioning Decline with Age?
4. Should We Ration Health Care for Older People?
5. Should Families Provide for Their Own?
6. Should Older People be Protected From Bad Choices?
7. Should People Have the Choice to End Their Lives?
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OR

For the second topic, intervention research, he paper should answer a question, like: “Evaluate
the empirical evidence indicating the usefulness of [intervention procedure] in the treatment of [problem behavior] commonly experienced by older adults.” For a list of possible topics, please see me. The paper should include an analysis of the importance of the topic addressed, a synthesis of the literature cited, a critique of the literature, and a discussion of implications for future research and practice. Formatting of your paper should follow the APA publication guidelines (Publications Manual of the American Psychological Association, 6th edition).

All assignments are to be submitted via D2L (preferably) or in hard copy and MUST be in APA format. I will not accept any emailed copies.

Submission Deadline for Term Paper Assignments

• All assignments are to be submitted via D2L.
• All assignments must be formatted in APA format, 6th edition
• All assignments are due by 10:00 am the day they are due.
• Assignments submitted between 10:01 am on Friday and 3:30 pm on the following Tuesday (i.e., within 4 days) will lose 25%. Assignments submitted between 3:30 pm Tuesday and 3:30 pm Friday (i.e., 5 to 7 days late) will lose 35%. Assignments submitted after 3:30 pm the Friday following the due day (i.e., more than 7 days late) will receive no credit.
• Also, each assignment must be turned in before the next assignment can count. That is, if you do not submit assignment 2, I will not accept your assignment 3 until you turn in assignment 2. This is because each assignment builds off the previous assignment and you must receive feedback on one before submitting the next.

Term Paper Assignments

1. Assignment 1 - 10:00 a.m. on Friday, January 24th
   a. Please submit, via D2L, four (ranked in terms of preference) possible term paper topics of interest by. I will review them and make recommendations on a topic via email by Friday, February 1st.

2. Assignment 2 - 10:00 am on Friday, February 21st
   a. Please submit, via D2L,
      i. A first draft of the question that you plan to answer
      ii. A brief (one or two paragraph) description of the topic by
      iii. A preliminary bibliography with at least 5 annotated references.
         1. Your references MUST be peer-reviewed references found using a search engine like PsycInfo, Ebscohost, Web of Science, Pubmed, etc. See the appendix 1 of the syllabus for help on this.
         2. Any non-peer reviewed references WILL NOT COUNT.

3. Assignment 3 – 10:00 am on Friday, March 21st
   a. A one-page outline of your term paper
   b. At least five additional annotated references
      i. That is, you will submit a total of 10 references, 5 of which will be the ones you submitted before, 5 will be new

4. Assignment 4 – 10:00 am on Friday, April 11th
   a. Please turn in a rough draft of the entire paper (including at least 15 relevant
citation) on April 11th.
5. Assignment 5 - A revised draft of the term paper will be due on April 25th
   a. You will turn in a second version of your rough draft, incorporating ALL
      suggestions, edits, and changes that I noted on the first version (i.e., assignment 4).
      For each suggestions, edits, and change that you DO NOT
6. Assignment 6 - Your final paper is due on (or anytime before) the time scheduled for a
   final exam (Wednesday, May 7th from 7:50 am to 9:50 am, which means it must be turned in by 9:50 am that morning). I will provide feedback and editorial suggestions on each of
   these writing assignments.

Participation
Class Participation (10*5) 50 pts.
Class Quizzes (14*5) 70 pts.
Discussion Questions (14*4) 56 pts.
   176 pts.

Presentation
Class Presentation 100 pts.
   100 pts

Paper
First list 5 pts.
Preliminary Bibliography 10 pts.
One-page outline 10 pts.
First Rough Draft 25 pts.
Revised Rough Draft 25 pts.
Final version 100 pts.
   175 pts.
Total: 176+100+175=451 pts.

A = 90% >405.5
B = 80% 404.4 – 360.5
C = 70% 360.5-315.5
D = 60% 315.4-270.5
F= <60% <270.4

Keep in mind that to pass this course as a graduate student, you must obtain a B
Keep in mind that to pass this course as an undergraduate student, you must obtain a C

Students with Disabilities
If you have a documented disability and need reasonable accommodations, please contact me during the
first week of classes so that I can ensure that your needs are met in a timely manner. Students
with disabilities should contact the University’s Disability and Support Services at the beginning
of the semester to inform them of the disability and obtain information about services that can
facilitate learning. According to University policy: “Any student with a documented disability
who needs to arrange reasonable accommodations must contact the professor and the
appropriate Disability Services office at the beginning of the semester.”

Cell Phones, Mobile Electronic Devices, and Classroom Etiquette
Cell phones and other devices must be turned off AND PUT AWAY during all classes. I will ask any student texting or otherwise using their cell phone/mobile electronic device to put the device away. If students continue I will simply stop lecturing until all devices are put away. You will be responsible for any material I do not get to during lecture as a result of these pauses. It is my goal to provide everyone an opportunity to succeed in this course. Therefore, I will make every effort to create an environment conducive to learning. I will be respectful of you and your opinions. I also expect that you be courteous and respectful to me and to others in the class. Please do not create unnecessary distractions in class, such as by leaving your seat unnecessarily, using your cell phone or mobile electronic device, surfing the internet, or talking with others during lectures. As noted before, if you do so I will ask you to put the item away or I will stop lecturing. If you need to leave the class early, please sit near the door so you can leave with minimal disruptions to those around you.

Sleeping in my class will not be permitted. If you put your head down during my class you will be asked to leave. You have signed up for a Friday morning class. For the next 15 weeks, I suggest you push your weekend excursions back to start on Friday evening, not Thursday.

**Academic Dishonesty**

Each student is responsible for making himself or herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making himself or herself aware of the procedures applicable to cases of academic dishonesty as outlined in the Student Conduct Code, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

**Incompletes**

If you wish to drop this course, you must do so by the date designated by the university. Otherwise, I am obligated to provide you with a grade, even if you stop attending.

In keeping with the University’s policy, I will NOT give an incomplete as a substitute for a failing grade – the failing grade stands.

However, if an extended illness or injury prevents you from completing the class, do let me know about it. Depending upon the number of classes and exams that you missed, and your attendance and performance on the exams you took before the problem arose, I may be willing to give you an incomplete for the course.

**Religious Observances**

I am dedicated to maintaining the rights of students to observe religious holidays. If you
need to miss a class to observe a religious holiday, I request that you contact me a week in advance to discuss any arrangements.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Comments on the course from previous semesters:

About the course:
“One of the main things I liked overall was the small class size. I appreciated this, it lead to great discussion and allowed everyone to speak their turn. In addition, I enjoyed the informal style of learning in this class. Meaning, as we often got into great discussion, because of this style, it made it very easy to want to come to class and felt like it was fun and informational”

“I think I really liked that we had a smaller class. I think that it made it easier for all of us to speak our minds with the controversial topics that we learned about. I really liked this class a lot! I just wish it wasn't on a Friday morning! But I think that with the group that we had everyone brought a lot to the table, especially with the presentations. I think everyone did a great job! I know that I learned a lot and took a lot from this class.”

“I loved how in class we were able to discuss how we feel personally about each topic and I felt comfortable talking in class about how I feel. I like how we could go off topic but yet still have an intelligent conversation in class that was related to the class materials. I liked the presentations and being allowed to discuss how each of felt about the controversies. I also enjoyed how you allowed us to turn in the paper four times to make corrections it helped keep me on track and make corrections.”

About the paper and presentation:
“I think the presentation part is a good idea because it gives students an excellent chance to improve their public speaking skills. I felt this was a beneficial class for any student to take. I would suggest making it a requirement for students to meet with the teacher a week or two before presentation. I felt this was a valuable session as where we came up with great ideas for our topic.”

“I just think for me, personally, it was kind of difficult to keep up with everything because of my internship. So I would recommend that other people not take this class with their internships! I would encourage them to know APA!!”
“If I could, I think making this class a required class could help bring in more students. I don't think it is right now for rehab services. Or if the class wasn't on a Friday morning. I honestly believe that is the sole reason why attendance was so low. Everything else was fine, the weekly quizzes were an easy way to get points, the presentation was a way to allow us to express ourselves and the paper was a task to show how we are growing and showing our interest in the topic. It was a great class!”

“At the beginning the presentations sounded scary and a little overwhelming at first, but it wasn't bad at all. I liked having the quizzes every week instead of having tests and a final exam. Overall it was a great class!!”

“The presentations were interesting and even though the 1.5-3 hour thing sounded really scary, it wasn't at all. I guess the only thing I would change the way you word the 3-hour presentations. Students may see that and freak out but really it was not bad at all.”
**Tentative Course Schedule**
(I reserve the right to change topics or readings as necessary)

Given that topics will be assigned in the coming weeks, I will hand out the course schedule then. **However, the following schedule includes both the due dates for the final paper as well as a generic schedule for your discussion.**

**Bold underlined items are assignments.**

<table>
<thead>
<tr>
<th><strong>Date</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Tentative Readings and Assignment Dues</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Intro and syllabus</td>
<td>Dr. Baker will lead discussion</td>
</tr>
<tr>
<td>Jan 24</td>
<td>1. Aging Adults in America&lt;br&gt;2. Theories and Research Methods in Aging</td>
<td>Dr. Baker will lead this discussion&lt;br&gt;To be distributed via D2L</td>
</tr>
<tr>
<td></td>
<td><strong>List of 4 topics</strong></td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>A life course perspective on Aging</td>
<td>Dr. Baker will lead this discussion&lt;br&gt;Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Does Old Age Have Meaning?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Why do our Bodies Grow Old?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Does Intellectual Functioning Decline with Age?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td></td>
<td><strong>Draft of question, brief description, annotated bibliography with 5 references</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 28</td>
<td>Should we Ration Health Care for Older People?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>March 7 (??)</td>
<td>Should Families Provide for their own?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>March 14</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>Should Older People be Protected from Bad Choices?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
</tbody>
</table>

**Outline, annotated bibliography with 10 references**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 28</td>
<td>Should People Have the Choice to End Their Lives?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>April 4</td>
<td>Should Age or Need be the Basis for Entitlement</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>April 11</td>
<td>What is the future for Social Security?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td></td>
<td><strong>Rough Draft of paper (i.e., 7 pages), with 15 references (no longer annotated)</strong></td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>Is Retirement Obsolete?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>April 25</td>
<td>Aging Boomers – Boomer or Bust Presenters</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td></td>
<td><strong>Revised Draft</strong></td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>The New Aging Market: Hope or Hype?</td>
<td>Moody Chapter and student provided articles</td>
</tr>
<tr>
<td>May 7th – 9:50 am</td>
<td>Final Paper due</td>
<td></td>
</tr>
</tbody>
</table>

(I reserve the right to change topics or readings as necessary)
Appendix 1 – How to use University Databases

Identify your preliminary interest area and find an empirical study. Your interest comes from the book chapter you have decided to use.

First, you will conduct a search.

- For the search, locate articles relevant to your topic.
  - Once you have narrowed down the search, you will print out the results
  - Then, print out an actual study

PsycInfo instruction sheet

Task Overview:

1. Define your area of interest.
2. Generate 3-5 KEYWORDS that describe your topic area. Think of words that precisely describe the phenomena you are interested in (e.g., AUTISM, SOCIAL SKILLS, PARENT TRAINING, BEHAVIOR, etc., or, SAFETY, ORGANIZATIONAL BEHAVIOR, FEEDBACK, TRAINING, etc., or LEARNING, ADOLESCENTS, DRUG USE, PREVENTION, etc.). Note that your key words might describe your population, your intervention, your area of interest. Try different combinations of key words to bring you to various references.
3. Do one search by topic. On your first try, you may find TOO many articles. You should try to narrow it down to 50 or less, as you will quickly feel overwhelmed!
4. Getting to PsycInfo
   1. Go to the library main webpage at:  
      http://libguides.lib.siu.edu/content.php?pid=56436&sid=413457
   2. Scroll down the page until you see PsycInfo, and click on the link (if you are off campus, you will need to enter your dawg tag)

To Search by Topic

1. You will see three rows of search fields

   2. Type in the first word of your topic in the first field.
   3. To the far right, you will see a drop box that says “Select a field (optional)”. You can click on this to change how the search engine treats your information. For example, if you want to look for a specific title, you can click on that drop box and select title.
4. Before you click search, look below in the section “Limit your results”
5. Select Peer Reviewed Article and linked full text

6. Click SEARCH.
If you have more than 50 results, continue to number 7. If not, skip to 9.
7. Add another search term to your search, change the publication year, or add an author to the search until you can narrow the results down to 50 or less.

8. If you have found no articles, reduce the number of limits until you have at least 5. If you have too many, continue to add key words and decrease the year range until you have about 50.

9. Once you have 5, look just above your search results but under the spot you entered your search terms. There is a line with the following text: Search History (see below)

Now click on the full text link for ONE of the articles you identified

Save the file. This will be needed a) to write your paper and b) to send to me when you do your presentation

Repeat until you have enough articles to get started on your paper!