

PSYCHOSOCIAL ASPECTS OF AGING, Spring 2015
REHB 446
Friday 9:00 to 11:50 AM
COMM 1006

Co-Instructor Information

Instructor: Dawn Seefeldt, M.A., BCBA Office: 110 North West Annex Wing A
Office Hours: Wednesday 10:00 am to 1:00 pm
 Or by appointment
Email: dawn.seefeldt@siu.edu

Co-Instructor Information

Instructor: Jonathan Baker, Ph.D., BCBA-D Office: 112 North West Annex Wing A
Office Hours: Monday 2:00 – 4:00 pm
 Tuesday/Thursday 9:00 – 11:00 am
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Office Phone: (618) 453-8270
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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 aging, consider the consequences 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 Texts:

Moody, H. R. & Sasser, J. R. (2015). *Aging: Concepts and controversies* (8th Ed.). Thousand Oaks, CA: Pine Forge Press.

Skinner, B. F. & Vaughan M. E. (1997). *Enjoy old age: A practical guide*. NY: W. W. Norton & Company, Inc.

*Available on Amazon for \$4 - 15 + shipping

All other articles will be available via Desire to Learn (D2L).

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 three 2 - 3 page unit reflections as well as one final course reflection.

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 a lot of 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!).

If you are leading class discussion, you do NOT need to post a question for your topic area. However, if there are more than one topic areas that week, you must post a question for your classmate.

Leading discussions: Each week we will have a student lead class discussion on one topic. The discussion leader 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 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 cutting social security).

Quizzes: In addition to preparing class discussion, the student leader 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., incorporating some student-generated and some instructor-generated questions) and give as a quiz at the beginning of class. The student leading class discussion does not have to take the quiz that week. 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 show up and contribute to class discussion.

Unit Reflections – all students: Each student will be expected to write three 2-3 page reflections directly related to the content of this course (roughly 5 paragraphs). The topics you can choose from should address three of the 12 controversies put forward in the Moody (2012) text. The first reflection should relate to one of the topics from controversies 1 – 3, the second reflection should relate to one of the topics from controversies 4 – 7, and the last reflection should relate to a topic from controversies 8 – 12. Please note that you **CANNOT** do the reflections 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 reflections should include an introduction, a body of approximately three paragraphs, and a conclusion. The introduction should introduce the controversy and end with your thesis for the reflection. A thesis should include a subject, direction, and three reasons. The subject should involve the controversy, the direction relates to your opinion regarding the controversy, and the three reasons should be broken down into three separate paragraphs. The reasons provide evidence for the direction of your reflection. Based on the information in the Moody text and supplemental peer-reviewed articles, you should be able to provide support for your opinion. The reflection should conclude with a summary of the main points of your reflection, directions for future research or policy changes, and a restatement of your thesis. Formatting of your paper should follow the APA publication guidelines (*Publications Manual of the American Psychological Association*, 6th edition). Think of each reflection as an essay. The 2-3 page guideline provides you wiggle room, but I expect main arguments and supporting statements, cut the fluff!

If you want an opportunity to receive feedback for your reflection, you may submit it 2 – 9 days early. My office hours are 10 – 1 PM on Wednesdays. Your reflection needs to be submitted by 1 PM the Wednesday before the due date to receive feedback. Feedback will not be provided for reflection drafts sent after 1 PM the Wednesday before the due date.

Example of an appropriate thesis:

Applied behavior analysis has been successfully used with the older adult population as evidenced by research related to identifying individualized preferences, incorporating preferences into interventions to reduce challenging behavior, and utilizing preferences to increase adaptive behavior.

Subject: applied behavior analysis with the older adult population

Direction: applied behavior analysis has been **successful** with the older adult population

Three reasons: 1) identification of individualized preferences, 2) incorporation of preferences to decrease challenging behavior, 3) utilization of preferences to increase adaptive behavior

Examples of poor quality theses:

Applied behavior analysis is effective.

Subject: applied behavior analysis

Direction: applied behavior analysis is **effective**

Three reasons: **None provided**

Applied behavior analysis is effective with older adults.

Subject: applied behavior analysis with older adults

Direction: applied behavior analysis is **effective** for older adults

Three reasons: **None provided**

Applied behavior analysis has been used to identify preferences with older adults and children.

Subject: applied behavior analysis

Direction: applied behavior analysis can identify preferences

Three reasons: 1) identification of preferences for older adults, 2) identification of preferences for children, 3) **None provided**

All assignments are to be submitted via D2L (preferred) and **MUST** be in APA 6th edition format. APA formatting accounts for 5 points of the reflection, which includes a title page, APA formatting throughout the reflection, and reference list on the last page of the paper. Your reflection should be 12-sized font, with page numbers, double-spaced, and have 1-inch margins (you will need to adjust your margins!). 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).

Final Course Reflection: The final assignment for this course is a 2 - 4 page reflection (of text) that incorporates information from the Moody text, Skinner & Vaughan text, and research articles reviewed during class discussion. APA formatting accounts for 5 points of the reflection, which includes a title page, APA formatting throughout the reflection, and reference list on the last page of the paper. Your reflection should be 12-sized font, with page numbers, double-spaced, and have 1-inch margins (you will need to adjust your margins!)

Final reflections should incorporate the following information:

1. Title page (1 page)

- a. See APA Guidelines, 6th edition
- b. Be careful that your font matches throughout the entire document (page numbers, running head, text)

2. Introduction (5 pts total) (1 paragraph)

- a. Why you took the course (1 pt)
- b. What you hoped to learn during the course (1 pt)
- c. What you took away from this course----Thesis (subject, direction, three reasons) (3 pts)
 - i. Three reasons should be concise answers to the following three areas of the body

3. Body (12 pts total) (Roughly 3 - 6 paragraphs, 1 – 3 pages)

- a. Favorite topic covered (4 pts)
 - i. Could be a controversy from Moody or chapter in S&V. Why was this topic your favorite? Provide evidence (citations from class) and make a case for why this was your favorite area.
- b. Most surprising information learned (4 pts)
 - i. What made it surprising? Was it a busted myth? Societal shortcoming? Unexpected research finding or statistic? Cite sources from class related to this surprising information.
- c. Most useful or impactful area for social change (4 pts)
 - i. Where do you think future policy makers, politicians, academics,

researchers, practitioners, lobbyists, and/or citizens should invest their time and resources to create change? What topic area would make the most impact for our current or future older adults? Think about what may be important as the baby boomers age or as you age. Cite sources from class related to this area for social change.

4. Conclusion (3 pts total) (1 paragraph)

- a. Restatement and summary of main points of reflection (2)
 - i. Any concluding remarks that bring what you took away from the course together?
- b. Restatement of thesis (1)

5. References (At least 5 references- Moody, S&V, and 3 articles – you can use more!)

- a. Alphabetical order by first author’s last name
- b. See APA Guidelines, 6th edition

Course Points:

Participation

| | |
|-----------------------------|----------------|
| Class Participation (10*5) | 50 pts. |
| Class Quizzes (14*5) | 70 pts. |
| Discussion Questions (14*4) | <u>56 pts.</u> |
| | 176 pts. |

Presentation

| | |
|--------------------|-----------------|
| Class Presentation | <u>104 pts.</u> |
| | 104 pts |

Reflections (4*25)

| | |
|--|-----------------|
| | <u>100 pts.</u> |
| | 100 pts. |

Total: 176+104+100=380 pts.

| | |
|---------|-----------|
| A = 90% | ≥ 342 |
| B = 80% | 341 – 304 |

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

| | |
|---------|-----------|
| C = 70% | 303 - 266 |
|---------|-----------|

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

| | |
|---------|-----------|
| D = 60% | 265 - 228 |
| F= <60% | < 228 |

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.

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

Registration Deadlines

For information related to adding/dropping a course, withdrawing from a course, or receiving a refund, please visit: <http://www.registrar.siu.edu/calendars/registration15sp.html>

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 reflections as well as a generic schedule for your discussion. Bold underlined items are assignments.**

| Date | Topic | Tentative Readings and <u>Assignment Dues</u> |
|-----------------|---|--|
| Jan 23 | Intro and syllabus | Dawn will lead discussion |
| Jan 30 | 1. Aging Adults in America 2. Theories and Research Methods in Aging | Dawn will lead discussion |
| | <u>List of top 4 presentation topics</u> | |
| Feb 6 | A life course perspective on Aging | Dawn will lead discussion |
| Feb 13 | Controversy 1. Does Old Age Have Meaning? | Chapter 1 (S&V) |
| Feb 20 | Controversy 2. Why do our Bodies Grow Old? | Chapters 2 & 3 (S&V) |
| Feb 27 | Controversy 3. Does Intellectual Functioning Decline with Age? | Chapters 4&5 (S&V) |
| Mar 6 | Chapters 6-7 Keeping Busy & Having a Good Day (S&V) | |
| | <u>Reflection #1 over ONE controversy from 1-3 DUE</u> | |
| March 13 | Spring Break | NO CLASS! |
| March 20 | Chapters 8-9 Getting Along with People & Feeling Better (S&V) | |
| March 27 | Controversy 4. Should we Ration Health Care for Older People? | |

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|---------------------------------|---|------------------|
| | | |
| April 3 | Controversy 6. Should Older People be Protected from Bad Choices? | |
| April 10 | Controversy 7. Should People Have the Choice to End Their Lives? | Chapter 10 (S&V) |
| April 17 | Controversy 5. Should Families Provide for their own? | |
| | Controversy 8. Should Age or Need be the Basis for Entitlement? | |
| | <u>Reflection #2 over ONE controversy from 4-7 DUE</u> | |
| April 24 | Controversy 9. What is the future for Social Security? | |
| | Controversy 10. Is Retirement Obsolete? | |
| May 1 | Controversy 11. The New Aging Market: Hope or Hype? | |
| | Controversy 12. Aging Boomers: Boom or Bust? | |
| May 8th | Chapters 11&12 (S&V) | |
| | <u>Reflection #3 over ONE controversy from 8 – 12 DUE</u> | |
| May 15th 8 AM | <u>Final Course Reflection DUE</u> | |

(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

Searching: **PsycINFO** | [Choose Databases »](#)

Suggest Subject Terms

in

in

in [Add Row](#)

[Basic Search](#) | [Advanced Search](#) | [Visual Search](#) | [Search History](#)

Search Options

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

Limit your results

| | |
|--|---|
| <p>Linked Full Text <input type="checkbox"/></p> <p>Publication Name <input type="text"/></p> <p>Published Date from Month: <input type="text"/> Year: <input type="text"/> to Month: <input type="text"/> Year: <input type="text"/></p> <p>Publication Status <input type="text" value="All"/> first posting fully published</p> <p>English <input type="checkbox"/></p> <p>Age Groups <input type="text" value="All"/> Childhood (birth-12 yrs) Neonatal (birth-1 mo) Infancy (2-23 mo)</p> | <p>References Available <input type="checkbox"/></p> <p>Publication Year from <input type="text"/> to <input type="text"/></p> <p>Peer Reviewed <input type="checkbox"/></p> <p>Publisher <input type="text"/></p> <p>Publication Type <input type="text" value="All"/> All Journals Peer Reviewed Journal Peer-Reviewed Status-Unknown</p> <p>Language <input type="text" value="All"/> Afrikaans Arabic Bulgarian</p> <p>Population Group <input type="text" value="All"/> Human Animal Male</p> |
|--|---|

6. Click SEARCH.
- If you have more than 50 results, continue to number 7. If not, skip to 9.

Searching: **PsycINFO** | [Choose Databases >](#)

Advanced Search | [Suggest Subject Terms](#)

rehabilitation in **Search** **Clear** [?](#)

AND in

AND in [Add Row](#)

[Basic Search](#) | [Advanced Search](#) | [Visual Search](#) | [Search History](#)

Page: 1 2 3 4 5 >

2329 Results for...

Refine your results

Linked Full Text

References Available

Peer Reviewed

1920 Publication Date 2011

[Show More >](#)

Source Types

All Results

1.  **Physical activity and neural correlates of aging: A combined TMS/fMRI study.** 
 McGregor, Keith M.; Zlata, Zvinka; Kleim, Erin; Sudhyadhom, Atchar; Bauer, Andrew; Phan, Stephanie; Seeds, Lauren; Ford, Anast Crosson, Bruce; Behavioural Brain Research, Vol 222(1), Sep 12, 2011. pp. 158-168. [Journal Article]
 Subjects: Aging; Motor Cortex; Physical Activity; Transcranial Magnetic Stimulation; Functional Magnetic Resonance Imaging; Adulthood Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Male; Female
 Database: PsycINFO
 | Relevancy: | Cited References: (73)
2.  **New frontiers of cognitive rehabilitation in geriatric age: The Mozart Effect (ME).** 
 Cacciafesta, M.; Ettorre, E.; Amici, A.; Cicconetti, P.; Martinelli, V.; Linguanti, A.; Baratta, A.; Verrusio, W.; Marigliano, V.; Archives 2010. pp. e79-e82. [Journal Article]
 Subjects: Cognitive Impairment; Cognitive Rehabilitation; Adulthood (18 yrs & older); Aged (65 yrs & older); Male; Female

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

The screenshot shows a search results page with a green header 'Search History/Alerts'. Below the header are navigation links: 'Print Search History', 'Retrieve Searches', 'Retrieve Alerts', and 'Save Searches / Alerts'. There are three buttons: 'Select / deselect all', 'Search with AND', 'Search with OR', and 'Delete Searches'. A table lists search results with columns for 'Search ID#', 'Search Terms', 'Search Options', and 'Actions'. Two results are shown, both for 'rehabilitation AND aging'. The first result (S2) has 995 results, and the second (S1) has 2329 results. Below the table, the first result is expanded, showing the title 'The Lower Saxony research network design of environments for ageing: Towards interdisciplinary research on information and communication technologies in ageing societies.' and a list of authors. At the bottom of the result, there is a red circle around the 'PDF Full Text' link.

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!