



PSYCHOLOGY OF AGING
PSYC 114-01/GERO 114-01
Spring 2025 SJSU

Dr. Robin Schulte, Psy.D.

Class Time: Mondays/Wednesdays 1:30-2:45 pm

Office hours (DMH 230): Mondays/Wednesdays 9:45 am-10:30 am and 11:45am-1:30pm

Email contact: robin.schulte@sjsu.edu

4.0 hours lecture

Course Description:

Psychological development of middle-aged adults and older adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes.

Course Web Page

Canvas

Canvas will be used to post various files.

Logging Into Canvas Login URL: <https://sjsu.instructure.com/>.

*Please note that it should NOT have the "www" at the start of the URL like many other websites.

All students and faculty must first set up their SJSUOne account before accessing Canvas.

To do so, go to <http://its.sjsu.edu/services/sjsuone/>.

The Username for Canvas then is your 9 digit SID and your PW is the one you chose when you established your SJSUOne account.

You will see the courses you are taking (assuming the instructor is using Canvas).

Further Assistance with Canvas Students should go first to

<http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Learning Outcomes :

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: Recognize normative (i.e., “average” or “typical”) and individual aspects of development.

This objective will be accomplished by discussion of such aspects in chapters 14-16 in the assigned textbook. The aspects will also be reflected in an interview of an adolescent in regard to selected developmental theories.

CLO2: Identify and describe psychological theories and concepts of cognitive, social, and emotional development.

This objective will be accomplished by discussing such theories as Freud’s Psychosexual Development, Erickson’s Psychosocial Development, and Piaget’s Cognitive Development.

CLO3: Have an appreciation of the variety of factors that may influence the process of development, including the potential impact of such factors as genetics, ethnicity, culture, gender, and socioeconomic status.

This objective will be accomplished by completing a research paper which explores described topics that affect development.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements... PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and

communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Prerequisites: PSYC 001

Required Textbook:

Adult Development and Aging

John C. Cavanaugh

Participation Expectation:

Please check e-mail daily and the schedule below for information regarding assignments. The expectation is for you to read the chapter/chapters prior to attending class. PowerPoints will be posted after the chapter has been discussed in class .

Final Course Grade:

Questions of the Day 9 points possible

Exam 1 50 points possible

Exam 2 50 points possible

Exam 3 50 points possible

Paper 100 points possible

Topic 5 points possible

Outline/Ques. 5 points possible

Your lowest test grade will be dropped. No make-ups exams will be given unless due to extenuating circumstances

*Extra Credit Opportunities will be offered and a list of opportunities will be posted on your Canvas homepage

TOTAL POINTS POSSIBLE FOR THE COURSE = 219

Assignments Explained:

Question of the Day

A “Question of the Day” or Video will be shared before each chapter. You will receive 1 point for responding to the “Question of the Day” or provide a reflection response during class.

Examinations

Exams consist of 50 multiple-choice questions-worth 1 point each. There is 1 bonus question that will reflect a topic discussed in class or a video that we have watched. Make-ups exams will not be issued due to my “ 1 dropped exam policy,” unless due to extenuating circumstances.

Paper: Due May 12

Option 1: (worth 100 points) Choose a topic regarding issues that older adults encounter of your choice that you can relate to and is either described in the book or approved by me. Discuss why you have chosen the topic in your paper and what research has been done on that topic. All papers should be 3 page minimum papers typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Please include citations in the body of your paper and a works cited page (using APA or MLA format). Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references.

Option 2: (worth 100 points) Interview the and older adult and describe the triumphs and challenges he/she/they has/have encountered in a 3 page Paper. Make reference to various topics that were discussed in the book or our lectures.

Option 3: (worth 100 points) Put together a presentation regarding a topic which you believe adults encounter today and was not mentioned in our book. Presentations will be presented on the last day of class.

Oral Presentation Requirements:

- 10-15 min powerpoint/visual presentation of content
- Provide information in a logical sequence
- Information should be clear and communicated well
- Provide good eye-contact and hold the attention of the class
- visual presentation is designed well and appealing

- Paper Handout or link to Handout provided
- Accurate Content regarding topic not discussed in class or a topic discussed more in depth
- Provide time for questions
- Use creativity

Papers will be graded by the following criteria:

Timeliness-5

Grammar-5

Editing-5

Citations-5

Works Cited Page-5

At least 5 pages

Content-70

Teacher’s recommendation for success in this class:

1. Read each assigned text chapter/chapters.
2. Attend Class
3. Take Notes
4. Study “Review Sheet” and Complete Practice Test
5. Take Exam

Approximate Weekly Schedule-Subject to Change

Date	Topic
January 27	First Day-Review of Syllabus Introduction

January 29	Chapter 1: Studying Aging Development and Aging
February 3 February 5	Chapter 3: Physical Changes Across Adulthood
February 10 February 12 February 17 February 19 February 24 February 26 March 3 March 5 March 10 March 12 March 17 March 19 March 24	Chapter 4: Longevity, Health and Functioning Paper Work Day-Topic Due Middle Adult Panel Review Sheet/Practice Test Exam 1 Chapter 7: Intelligence, Reasoning, Creativity, and Wisdom Chapter 9: Personality Chapter 10: Mental Health, Clinical Assessment, and Psychopathology

March 26	Review Sheet/Practice Test
March 31	<i>Cesar Chavez Day/Spring Break!</i>
April 2	
April 7	Exam 2
April 9	Chapter 11: Relationships in Adulthood
	Paper Work Day-Outline Due
April 14	
April 16	
April 21	Chapter 12: Work, Retirement, and Leisure
April 23	
April 28	Chapter 14: Epilogue- Healthy Aging
April 30	
May 5	Presentations
May 7	Review Sheet/Practice Test
May 12	Papers Due
	Extra Credit Due
May 16	

May 19	Exam 3 1:00-3:00 pm
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The above dates are subject to change. Please attend regularly and keep yourself informed of any changes.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

Course Grading scale

A+ = 100%

A = 95-99%

A- = 90-94%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D = 60-69%

F = < 60%

University Policies/Resources Academic

integrity:

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class,

all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act:

If you need course adaptations or accommodations because of a disability, please let me know. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

Librarian: Psychology

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian:

Christa Bailey

christa.bailey@sjsu.edu

408-808-2422

Student Technology Resources

Computer labs and other technological resources for students can be found in various places on campus such as:

- [Student Computing Services \(MLK Jr. Library\)](#)
- [Associated Students Print and Technology Center](#)

ACCESS Success Center

The [Academic Counseling Center for Excellence in Social Sciences \(ACCESS\) Success Center](#) "provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences."

SJSU Peer Connections

[Peer Connections website](#) "offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University."

SJSU Writing Center

The [SJSU Writing Center](#) "offers a variety of resources to help students become better writers, and all of our services are free for SJSU students."

SJSU Counseling and Psychological Services

[SJSU Counseling and Psychological Services](#) invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed.”