

PSYC 6060

Psychology of Aging

Course

Fall 2015

TR 3:05pm – 4:25pm

Location: Coon 250

Instructor

Christopher Hertzog, Ph.D.

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Teaching Assistant

Emily Lustig

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Office Hours: TR 2:00-3:00 & by appointment

Purpose

This course provides a selective overview of research and theory related to the psychology of aging. Students will be introduced to basic theoretical models, research methods, and current information on the psychology of adulthood and aging and will be shown how these concepts can be applied to understanding and helping older adults. Particular areas addressed will include personality; cognition; intelligence; neuropsychological, physical and mental health; emotional functioning; and relationships.

Objectives

By the end of this class you should be able to:

- Read, understand and critically evaluate research articles on the psychology of aging
- Understand the major issues with biological, social, and psychological aging
- Be familiar with current research on age-related changes in personality, emotional functioning, cognition, social cognition, and relationships
- Be aware of manifestation in and prevalence of common physical and mental illnesses in older adults
- Define successful aging, the factors associated with successful aging, and specific challenges faced by older adults
- Think about issues associated with age-graded events such as death and dying, widowhood, and caregiving

Required Text

Cavanaugh, J.C. & Blanchard-Fields, F. (2014). *Adult Development and Aging*, (7th ed.). New York: Thomson Wadsworth.

Additional readings are required for each class and are provided in the Resources folder of the class T-Square account (see weekly schedule below).

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Course structure: Each week the class will include a brief lecture, which gives an overview of the topic area. Each class will discuss a specific topic. Readings, including the assigned chapter, regarding this topic should be completed prior to class.

Academic Honesty: The Georgia Institute of Technology has a specific policy on academic honesty as represented in an Honor Code. Lack of knowledge of the policy is not an acceptable defense to any charge of dishonesty. All members of the academic community (students, faculty, staff) are expected to report violations of these standards of academic conduct). Please see <http://honor.gatech.edu/dev/index.php> for further details.

Course requirements:

Weekly attendance & participation in discussions + quizzes (300 points):

- Class attendance is required
- You are expected to have read and thought about the chapters/articles each week.
 - Unscheduled pop quizzes on designated reading
- You are expected to participate in the class discussions and exercises. Graded take-home assignments may be given after a class discussion or exercise.

Pop Quizzes & video assignment[s] (200 points): 11 times during the semester you will be given a brief 10-min essay quiz at the start of class covering the designated (eligible) reading for that day (denoted in the reading list with a **). Your best 9 quiz scores (out of a maximum of 20 points) will count toward this grade. In addition, there is one required assignment due on 11/21. These quizzes will not be announced in advance. Students who are late arriving for class will not be given extra time to complete the quiz. Implication: students arriving more than 10 minutes late on a given day will receive a 0 on a quiz given on that day. Students will receive a study guide for assigned readings with questions they should be able to answer if presented on a quiz. The quiz will be based on some or all of these questions (possibly with minor modifications).

Class Participation (100 points): Toward the end of certain class periods we will have a general class discussion of a topic relevant to the day's lecture and assigned readings. The TA will evaluate participation patterns and assign points for participation. Alternatively, or in addition (depending on the nature of the assignment) students may be asked to complete a written response to questions or issues covered by the lecture, assigned readings, and/or class discussion (e.g., a summary of major points from the class discussion).

The instructor reserves the right to add points to a student's grade ledger at the end of the semester based on exemplary class participation.

Examinations (700 points): There will be two midterm examinations during the course, each worth 200 points. They will be made up of multiple choice, short answer, and essay questions. There will also be a comprehensive final exam worth 300 points. The instructor will post a study guide.

Midterm 1:	200
Midterm 2:	200
Final Exam:	300
Total	700

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Final Paper (500 points total): You will produce a term paper on a topic of your choosing relevant to the Psychology and Aging course. This paper should review a topical area, covering what is currently known in that domain, and possibly outlining future directions in that area. Example areas, in terms of breadth, might be “recognition memory and aging,” “metacognitive self-regulation and aging,” “relationships of personality to health prevention behaviors,” or “behavioral and pharmacological interventions for depression in old age.” It should not be the same topic as the focus for your primary research, including your first year project, master’s thesis or doctoral dissertation. The paper should be between 25 and 35 pages in length, double-spaced, 1” margins, 12pt font. Please arrange an appointment with Dr. Hertzog to discuss and receive approval for your topic prior to completing the literature review. You can submit an outline of the paper for discussion, if you so desire.

Grading

Grade assignments

In this course, your final total points will be converted to a letter grade on the following scale:

<i>Requirement</i>	<i>Points</i>
Class discussion & assignments	100
pop quizzes	200
Examinations	700
Final Paper	500
Total	1500

A = 1350-1500 points; B = 1100-1349 points; C = ≤ 1099 points.

Note: the instructor reserves the right to apply additional corrections to the letter grade assignments, but individuals are guaranteed of receiving the letter grade corresponding to point totals listed above (i.e., criteria can be adjusted down, not up).

Course Schedule

Date	Lecture	Discussion	Readings
			** denotes the reading eligible for pop quiz for each class
8/23	Introduction	Ageism	<ul style="list-style-type: none">● Cavanaugh, Chapter 1, pp. 1-16● Rowe, J.E. & Kahn, R.L. (1997). Successful aging. <i>The Gerontologist</i>, 37(4), 433-440.● Nelson, T. D. (2005). Ageism: Prejudice against our feared future self. <i>Journal of Social Issues</i>, 61, 207-221.**
8/25	Research Methods	Validity in research on	<ul style="list-style-type: none">● Cavanaugh, Chapter 1, pp. 17-31● Hertzog, C., & Dixon, R. A. (1996). Methodological issues

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		aging	<p>in research on cognition and aging. In F. Blanchard-Fields & T. Hess (Eds.), <i>Perspectives on Cognitive Change in Adult Development and Aging</i> (pp. 66-121). NY: McGraw-Hill.</p> <ul style="list-style-type: none"> • Dirks, A.J., & Leeuwenburgh, C. (2006). Caloric restriction in humans: potential pitfalls and health concerns. <i>Mechanisms Of Ageing And Development</i>, 127, 1-7. **
8/30	Neuroscience	Brain changes as cause or substrate?	<ul style="list-style-type: none"> • Cavanaugh, Chapter 2 • Grady, C. (2013). The cognitive neuroscience of aging. <i>Nature Reviews: Neuroscience</i>, 13, 491-505.** • Gutches, A. (2014). Plasticity of the aging brain: New directions in cognitive neuroscience. <i>Science</i>, 346, 579-582.
9/1	Physical Aging	Impact of Sensory loss	<ul style="list-style-type: none"> • Cavanaugh, Chapter 3 • Brennan, M., Horowitz, A., & Ya-Ping, S. (2005). Dual sensory loss and its impact on everyday competence. <i>Gerontologist</i>, 45(3), 337-246. • McCrae, C.S., et al. (2005). Sleep complaints, subjective and objective sleep patterns, health, psychological adjustment, and daytime functioning in community-dwelling older adults. <i>The Journals of Gerontology</i>, 60B, P182-P189.**
9/6	Longevity	Chronic Disease	<ul style="list-style-type: none"> • Cavanaugh, Chapter 4.1 • Hubert, H. B., Bloch, D. A., et al. (2002). Lifestyle habits and compression of morbidity. <i>Journals of Gerontology</i>, 57A, M347-M351. • Christensen et al. (2008). Exceptional longevity does not result in excessive levels of disability. <i>Proceedings of the National Academy of Sciences</i>, 105, 13274-13279.**
9/8	Biology of Aging & Longevity		Film assignment & quiz
9/13	Health and Disease	Health and prevention	<ul style="list-style-type: none"> • Cavanaugh, Chapter 4.2-4.5 • Seeman, T., & Xinguang, C. (2002). Risk and protective factors for physical functioning in older adults with and without chronic conditions: MacArthur studies of successful aging. <i>Journals of Gerontology</i>, 57B, 135-144. • Heckman, G. A., & McKelvie, R. S. (2008). Cardiovascular aging and exercise in healthy older adults. <i>Clinical Journal of Sports Medicine</i>, 18, 479-485.**
9/15	Medication	Medication Abuse	<ul style="list-style-type: none"> • Hughes, C. A. (2004). Medication nonadherence in the elderly: How big is the problem? <i>Drugs and Aging</i>, 21, 793-811.** • Liu, L. L., & Park, D. C. (2004). Aging and medical adherence: The use of automatic processes to achieve effortful things. <i>Psychology and Aging</i>, 19, 318-325.
9/20	Environmental Fit	Nursing Homes	<ul style="list-style-type: none"> • Cavanaugh, Chapter 5

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			<ul style="list-style-type: none"> ● Jang, Y., Bergman, E., Schonfeld, L., & Molinari, V. (2006). Depressive symptoms among older residents in Assisted Living Facilities. <i>International Journal of Aging and Human Development, 63</i>, 299-315.** ● Castle, N. G., & Ferguson, J. C. (2010). What is nursing home quality and how is it measured? <i>Gerontologist, 50</i>, 426-442.
9/22	MIDTERM 1 EXAM		
9/27	Attention	Driving	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 6.1 ● Madden, D. J. (2007). Aging and visual attention. <i>Current Directions in Psychological Science, 16</i>, 70-74. ● Owsley, C., & McGwin, Jr., E. (2008). Driving and age-related macular degeneration. <i>Journal of Visual Impairment and Blindness, 102</i>, 621-635. ● Pollatsek, A., Romoser, A. M. E., & Fisher, D. (2011). Identifying and remediating failures of attention in older drivers. <i>Current Directions in Psychological Science, 21</i>, 3-7.**
9/29	Memory	Memory Illusions	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 6.2-6.3 ● Jacoby, L. L. & Rhodes, M. (2006). False remembering in the aged. <i>Current Directions in Psychological Science, 15</i>, 49-53.** ● Koutstaal, W. (2003). Older adults encode--but do not always use--perceptual details: Intentional versus unintentional effects of detail on memory judgments. <i>Psychological Science, 14</i>, 189-193.
10/4	Metamemory	Metacognitive self-regulation	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 6.4 ● Hertzog, C., & Dunlosky, J. (2011). Metacognition in later adulthood: Spared monitoring can benefit older adults' self-regulation. <i>Current Directions in Psychological Science, 20</i>, 167-173.** ● Lemaire, P. (2010). Cognitive strategy variations during aging. <i>Current Directions in Psychological Science, 19</i>, 363-369.
10/6	Intelligence	Lifestyle influences	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 7, pp. 233-254 ● Ackerman, P. A. (2014). Adolescent and adult intellectual development. <i>Current Directions in Psychological Science, 23</i>, 246-251. ● Baltes, P. B., Staudinger, U. M., & Lindenberger, U. (1999). Lifespan psychology: Theory and application to intellectual development. <i>Annual Review of Psychology, 50</i>, 471-507. ● Salthouse, T. A. (2004). What and when of cognitive aging. <i>Current Directions in Psychological Science, 13</i>, 140-144.**
10/11	FALL BREAK		NO CLASS

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10/13	Everyday Reasoning	Are older adults wiser?	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 7.1-7.2 ● Baltes, P. B., & Smith, J. (2008). The fascination of wisdom: Its nature, ontogeny, and function. <i>Perspectives on Psychological Science</i>, 3, 56-64.** ● Blanchard-Fields, F. (2007). Everyday problem solving and emotion: An adult developmental perspective. <i>Current Directions in Psychological Science</i>, 16, 26-31.
10/18	Social Cognition	Stereotypes and aging	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 8.1-8.4 ● Ryan, E. B., Hummert, M. L., & Boich, E. B. (1995). Communication predicaments of aging: Patronizing behavior toward older adults. <i>Journal of Language and Social Psychology</i>, 14, 144-166. ● Levy, B. (2009). Stereotype embodiment: A psychosocial approach to aging. <i>Current Directions in Psychological Science</i>, 18, 322-336.** ● Blanchard-Fields, F., Hertzog, C., & Horhota, M. (2012). Violate my beliefs? Then you're to blame! Belief content as an explanation of causal attribution biases. <i>Psychology and Aging</i>, 27, 324-337.
10/20	MIDTERM 2 EXAM		
10/25	Social Cognition 2	Control: real or illusory?	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 8.5-8.6 ● Schulz, R., & Heckhausen, J. (1996). A life span model of successful aging. <i>American Psychologist</i>, 51, 702-714. ● Lachman, M. E. (2006). Perceived control over aging related declines: Adaptive beliefs and behaviors. <i>Current Directions in Psychological Science</i>, 15, 282-286.**
10/27	Personality	Dispositional Change vs. Stability	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 9 ● Roberts, B. R., & Mroczek, D. (2008). Personality trait change in adulthood. <i>Current Directions in Psychological Science</i>, 17, 31-35.** ● Terracciano, A. et al. (2008). Personality predictors of longevity: Activity, emotional stability, and conscientiousness. <i>Psychosomatic Medicine</i>, 70, 621-627.
11/1	Emotion	Regulating feelings	<ul style="list-style-type: none"> ● Ong, A. D. (2010). Pathways linking positive emotion and health in later life. <i>Current Directions in Psychological Science</i>, 19, 358-362.** ● Charles, S. T., & Luong, G., (2013). Emotional experience across adulthood: The theoretical model of strength and vulnerability integration. <i>Current Directions in Psychological Science</i>, 22, 443-448. ● Urry, H. L., & Gross, J. J. (2010). Emotion regulation in older age. <i>Current Directions in Psychological Science</i>, 19, 352-357.
11/3	Depression	Medication vs. therapy	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 10.1-10.2 ● Fiske, A., Wetherell, & Gatz, M. (2009). Depression in older adults. <i>Annual Review of Clinical Psychology</i>, 5, 363-

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			389.**
11/8	Dementia	AD: extreme normal aging or pathology?	<ul style="list-style-type: none"> • Cavanaugh, Chapter 10.3 • Ballard, C. et al. (2011). <i>The Lancet</i>, 377, 1019-1031.
11/10	Dementia 2	Multiple forms of dementia	<ul style="list-style-type: none"> • Lavretsky, H. (2006). Diagnosis and treatment of vascular dementia. <i>Directions in Psychiatry</i>, 26, 49-66. • Shinigawa et al. (2006). Initial symptoms in frontotemporal dementia and semantic dementia compared with Alzheimer's disease. <i>Dementia and Geriatric Cognitive Disorders</i>, 21, 74-80.**
11/15	Delirium and Comorbidity		<ul style="list-style-type: none"> • Cavanaugh Chapter 10.4 • Brommelhoff et al. (2009). Depression as a risk factor or a prodromal feature for dementia? Findings in a population-based sample of Swedish twins. <i>Psychology and Aging</i>, 24, 373-384.** • Pearman, A. M., & Batra, A. (2012). Late onset schizophrenia: A review. <i>Clinical Gerontologist</i>.
11/17	Video Home Assignment		NO CLASS assignment due 11/21 17:00
11/22	Relationships	Family Networks	<ul style="list-style-type: none"> • Cavanaugh, Chapter 11 • Hawkey, L. C., & Cacioppo, J. T. (2007). Aging and loneliness: Downhill quickly? <i>Current Directions in Psychological Science</i>, 16, 187-191. • Fingerman, K. L., & Charles, S. T. (2010). It takes two to tango: Why older people have the best relationships. <i>Current Directions in Psychological Science</i>, 19, 172-176.** • Cohen, S., & Janicki-Deverts, (2009). Can we improve our physical health by altering our social networks? <i>Perspectives on Psychological Science</i>, 4, 374-378.
11/24	THANKSGIVING		NO CLASS
11/29	Work, Leisure, and Retirement		<ul style="list-style-type: none"> • Cavanaugh, Chapter 12 • Ng, T. W. H., & Feldman, D. H. (2008). The relationship of age to ten dimensions of job performance. <i>Journal of Applied Psychology</i>, 93, 392-423. • Kaskie, B., Imhof, S., Cavanaugh, J., & Culp, K. (2008). Civic engagement as a retirement role for older adults. <i>Gerontologist</i>, 48, 368-377.**
12/1	Dying and Bereavement	Euthanasia	<ul style="list-style-type: none"> • Cavanaugh, Chapter 13 • Zalensky, R. J., & Raspa, R. (2006). Maslow's hierarchy of needs: A formula for achieving human potential in hospice. <i>Journal of Palliative Care</i>, 9, 1120-1127. • Maxfield, M., et al. (2007). Age-related differences in responses to thoughts of one's own death: Mortality salience and judgments of moral transgressions. <i>Psychology and Aging</i>, 22, 341-353.** • Baugher, J. E. (2008). Facing death: Buddhist and

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			Western hospice approaches. <i>Symbolic Interaction</i> , 31, 259-284.
12/6	Successful Aging (reprise)	Resilience and aging gracefully	<ul style="list-style-type: none"> ● Cavanaugh, Chapter 14 ● Phelan, E.A., Anderson, L.A., LaCroix, A.Z., & Larsen, E. (2004). Older adult's views of 'successful aging' – How do they compare to researcher's definitions? <i>Journal of the American Geriatrics Society</i>, 52, 211-216. ● Martin et al. (2015). Defining successful aging: A tangible or elusive concept? <i>Gerontologist</i>, 55, 14-25.**
12/13	FINAL EXAM		Location: Coon 250 Time: 2:50–5:40