

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status.

Connections courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below. Students will take one course from each of the three following areas, selecting three different disciplines (usually defined by course prefixes).

- **Social and Cultural** (3 hours)
Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.
 1. Analyze the development of self in relation to others and society.
 2. Examine diverse values that form civically engaged and informed members of society.
 3. Evaluate solutions to real-world social and cultural problems.

- **Local to Global** (3 hours)
Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.
 1. Analyze issues on local and global scales.
 2. Examine the local and global interrelationships of one or more issues.
 3. Evaluate the consequences of decision-making on local and global scales.

- **Systems** (3 hours)

Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking.

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

***NOTE: The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern. Proposals should address this summative purpose in the design of the course and the assessment of student learning.

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

Course: **PSYS 423: Psychology of Adult Life and Aging**

Subcategory: **Systems**

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

| Learning Outcomes | How the Course Meets The Learning Outcomes |
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| <p>Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking.</p> | <p>PSYS 423, Psychology of Adult Life and Aging, is an upper-level course that emphasizes contemporary theories, methodological issues, and the interactions of psychological, biological, social, and environmental systems in adulthood and aging. This courses builds an understanding of adult life and aging by focusing on how multiple psychological and physical systems change and interact over time to impact mental and physical health, our quality of life, social interaction, changes in lifestyle, and the foundations of thought, behavior, motivation, and emotions. Changes in the whole human with age are often multi-causal, so this course discusses the interactions between physiological, environmental, and psychological systems which conspire together to influence adult development throughout the lifespan. This course meets the learning outcomes for the Systems Connections category in the following ways:</p> |
| <p>1. Analyze how systems evolve.</p> | <p>Advancing age is associated with both (a) declines in physical health and the physiological systems that support thought and behavior, and (b) gains in accumulated experience, well-being, and social support. Multidirectional change accompanying aging obfuscates social scientists' predictions for how psychological systems might act in the latter half of adulthood. Students discuss how interactions with environmental systems lead to evolution in psychological systems through adaptation.</p> |
| <p>2. Compare the study of individual components to the analysis of entire systems.</p> | <p>Students learn about the complexity associated with measuring and characterizing the evolution of psychological sub-systems and their constituent components over time. Students discuss how changes in opportunity/environment, motivation, physical capabilities (including health, sensation and perception, and psychophysiology), cognitive ability, social cognitive tendencies, mental health, interpersonal interactions and enduring personal dispositions impact the whole human, especially our thought and behavior.</p> |

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| | Students learn about the contemporary developmental theories of aging that specifically highlight how component sub-systems of human psychology interact over time to change the entire psychological system as a whole (e.g., general slowing and process-specific slowing, socioemotional selectivity theory, selective optimization with compensation, hemispheric asymmetry reduction in older adults, etc.). |
| 3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | Students learn how the ability of humans to make free, conscious choices impacts their physical and mental health, which subsequently impacts cognitive and social systems that define one's quality of life, including the integrity of psychological systems and their resilience to stress and degradation. Students also learn how research into the aging of psychological systems informs public policy on aging at local and federal levels (e.g., transportation guidelines linked to age-related changes in vision and reaction time; age-related changes in cognitive functioning linked to government agency form complexity and rules associated with patient's understanding of medical treatment recommendations under Medicare). |

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

The current approved *Connections-Systems* courses focus on systems that are specific to other disciplines that are important to psychology, e.g., nutrition in sustaining human body systems, a philosophical understanding of the emergence of the human mind, the role of religion in the evolution of human social systems, etc. By permitting **PSYS 423, Psychology of Adult Life and Aging**, to be a *Connections-Systems* course, the course would uniquely contribute to the *Connections-Systems* category of the *Colonnade Plan* by growing the students' understanding of how psychological systems progress, decline, and/or remain constant throughout adulthood. Specifically, students will have an opportunity to examine the underlying social and natural science that builds the body of research which informs our understanding of how humans change in thought, behavior, emotion, and mental health with advancing age. Growing students' knowledge of the aging of psychological systems is crucial to improving or maintaining our abilities to: (a) live and care for ourselves and our aging loved ones, (b) relate to others and understand our own lives and those of people around us as a function of age appropriate goals and capabilities, (c) understand the ambitions and limitations of individuals who are the most senior members of our communities, and (d) continue to ourselves contribute to our communities throughout old age. This course asks students to evaluate the interconnections that exist between changes in the constituent components of psychological systems (e.g., sensory processing, physical mobility, speed of information passage within the brain, etc.) and higher level systems' components (e.g., social functioning, complex decision making, integrative processes involved in attention and memory, etc.). Knowledge gained from this course can be used by students to approach the unique challenges that will continue to emerge with respect to the support systems that are in place to allow senior citizens to live autonomously in their

communities as the Baby Boomer generation continues to grow older and as advancements in public health improve longevity

- Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

The prerequisites for PSYS 423 are junior standing and PSY 100 or PSYS 100, or permission of instructor.

- Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

Prerequisites: Junior standing and PSY 100 or PSYS 100, or permission of instructor.

Course Description: Psychological processes in adulthood and aging. Emphasis on contemporary theories, methodological issues, and interactions of psychological, biological, social, and environmental factors in adulthood and aging.

Colonnade Program: Fulfills 3 out of 9 hours of course credit from the Connections category of the WKU Colonnade (General Education) Program, specifically in the *Connections-Systems* area. The following are the learning outcomes for the Connections-Systems category of the Colonnade Program as well as the learning objectives that will be introduced in this course to meet these outcomes.

| Connections Systems Learning Outcomes | Course Overview and Learning Outcomes |
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| <p>Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Below are the three learning outcomes for Systems courses within the Connection Category of the Colonnade Program:</p> | <p>PSYS 423, Psychology of Adult Life and Aging, is a developmental psychology course that covers human aging. Aging is a process that involves growth in some psychological abilities, maintenance of others, and still decline in others. This course will cover adult development, primarily focusing on how psychological systems evolve throughout the latter half of life. Although society perpetuates stereotypes about how our psychological systems change as we grow older, this course will explore the science that underlies these changes to our psychological systems. Moreover, we will consider how one’s individual talents, abilities, and struggles contribute to the processes by which aging impacts our psychological systems. Finally, we will explore the social dynamics of growing older in today’s world to better understand the impact that aging psychological systems can have on public policy and the programming of psychological research. The main goals for this course are: (1) to help you become familiar with current psychological theories of</p> |

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| | aging and how they account for changes in psychological systems, (2) to facilitate your critical analysis of the inter-relations amongst cognitive, emotional, social, and biopsychological systems and their constituent components as they evolve throughout adulthood, and (3) to encourage you to consider how your own psychological systems as well as those of your loved ones, patients, and clients might dynamically evolve as the years pass. The learning outcomes for the course include: |
| 1. Analyze how systems evolve. | (a) Discuss the research methods used by developmental psychologists to measure and characterize the impact that human aging has on the evolution of psychological systems, including their constituent components. |
| 2. Compare the study of individual components to the analysis of entire systems. | (b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists. (c) Identify the major changes in the above psychological systems that take place throughout adulthood and into old age and that have been substantiated with empirical evidence by psychological scientists. |
| 3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | (d) Describe the conditions under which improvements and/or impairments in cognitive, social, emotional, and biopsychological systems noted in the laboratory by psychological scientists might translate into substantial changes in in everyday functioning outside of the laboratory. |

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

For PSYS 423, Psychology of Adult Life and Aging, the course will be assessed on two levels.

- 1) Summative assessments in the course will include items that examine the students' ability to meet the learning outcomes specified above for the course as they relate specifically to the *Connections Systems* outcomes.
 - o Within the course, there are five key areas over which these learning outcomes will be assessed for all students: Developmental Research Methods (**Systems 1**; Course Outcome A), Biopsychological Systems (**Systems 2 and 3**; Course Outcomes B-D), Cognitive Systems (**Systems 2 and 3**; Course Outcomes B-D), Socioemotional Systems (**Systems 2 and 3**; Course Outcomes B-D), and Psychopathological System Disruption (**Systems 2 and 3**; Course Outcomes B-D).

- Every section of PSYS 423 covers content with respect to these five areas, as they are critical to the understanding of how psychological systems evolve with age and how psychological scientists measure such change over time. For each *Connections System* outcome, performance will be assessed by aggregating the relevant items from each area to create a total score for each student on each Systems Outcome (i.e., each student will have a score for **System Outcome 1**, **System Outcome 2**, and **System Outcome 3**). The following criterion will be used to assess the student learning outcomes for each of the three *Connections System* learning outcomes:
 - Excellent: at least 70% of students answer 90% of selected assessment items correctly
 - Satisfactory: at least 70% of students answer 70% of selected assessment items correctly
 - Unsatisfactory: less than 70% of students answer 70% of selected assessment items correctly
 - The above assessment strategy will allow the department head to examine each Connections Systems learning outcome separately to evaluate PSYS 423, review the outcomes with relevant faculty, and determine what steps, if any, may be necessary to improve instruction.
- 2) A more holistic assessment of PSYS 423's learning outcomes will also take place by assessing the students ability to meet the *Connections Systems* learning outcomes via a comprehensive end-of-term writing assignment that asks the students to (a) conduct and summarize a structured interview with an individual who falls in the age spectrum discussed in the course, and (b) examine the consistency of the interviewee's responses with the normative age-related change in psychological systems discussed in PSYS 423.
- The rubric for this assignment is attached and will be used to track overall student performance for each learning outcome.
 - The assignment will provide additional substantiation for the students' ability to gather empirical evidence on the evolution of psychological systems, to analyze and synthesize this evidence with their interviewee's responses, and to articulate arguments that are supported by their analysis.
 - The department head may will use the data collected from this assessment to evaluate PSYS 423, review the outcomes with relevant faculty, and determine what steps, if any, may be necessary to improve instruction.
7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

All upper-level courses offered by the Department of Psychological Sciences have writing standards which require faculty to assist and assess student writing within the discipline. With respect to PSYS 423, the Psychology of Adult Life and Aging, students engage in argumentation and the use of evidence on a regular basis to investigate how psychological systems evolve due to aging, to describe how psychological scientists measure this change, and to characterize the strengths and limitations of the research designs used by psychologists who study aging. This is apparent in the structured interview and subsequent analysis that students will complete (see attached rubric). It will also be evident in the students' written summaries and reaction papers to assigned readings (e.g., textbook chapters, edited book chapters, and/or journal articles) that serve as a means for facilitating discussion. Students are required to consider the evidence that is presented to them about age-related change in psychological systems so that they can develop arguments that reflect

the perceived impact of aging (a) on laboratory tasks that are operationalized to measure developmental change (i.e., gains or declines), and (b) on autonomous, everyday functioning. Student writing is assessed using assignment-specific rubrics, which may vary by instructor, that measure the extent to which the writing evaluates empirical evidence and applies it to practical problems or to furthering research. Students are given feedback on their argumentation and use of evidence on assignments/exams, during discussions, and on the structured interview and analysis.

8. How many sections of this course will your department offer each semester?

At least one section every other semester, with the possibility of winter and summer offerings as well

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

See attachment.

| | 1. Excellent | 2. Good | 3. Satisfactory | 4. Poor |
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| A. Analyzes Evidence from the Interviewee on Evolution of Psychological Systems (Systems Outcome 1; Course Outcome A) | Discusses interviewee's responses to all questions in structured interview, and explains the reasoning behind the three student-generated questions. Student identifies 4 to 8 highly relevant empirical articles that clearly are linked to the responses provided by the interviewee in the structured interview. | Discusses interviewee's responses to all questions, and asks three student generated questions. Student identifies 4 to 8 empirical articles that are linked to the interviewee's responses but that require one to infer a connection between the sources and the responses. | Discusses interviewee's responses to most questions, and asks three student generated questions. Student identifies 4 to 8 empirical articles linked to the theories behind the questions asked in the structured interview but do not address interviewee's responses. | Discusses interviewee's responses to half or fewer of the structured interview questions and fails to ask all three student-generated questions. Student identifies 4 to 8 articles or fewer, but these articles are not connected to the theories covered in the course and do not relate back to the interviewee's responses. |
| B. Analyzes Evidence for Evolution of Psychological Systems from Relevant/Impactful Empirical Sources (Systems Outcome 1; Course Outcome A) | Student discusses consistency between interview responses and empirical evidence, recognizing reciprocal relations between evolution of constituent components and whole system-level change. | Student discusses consistency between interview responses and empirical evidence, recognizing how evolution in constituent components impact whole system-level change. | Student discusses consistency between interview responses and empirical evidence, focusing only on the evolution of constituent components and ignoring discussion of any whole system-level change. | Student discusses consistency between interview responses and empirical evidence, focusing only on the evolution of constituent components and ignoring discussion of any whole system-level change. |
| C. Analysis of Evolution of Psychological Systems Relative to Change in Systems' Constituent Parts (Systems Outcome 2; Course Outcomes B & C) | Student discusses the impact that changes in the constituent components of psychological systems has on system itself, drawing connections between empirical evidence and interviewee evidence. Student clearly describes the bigger picture implications for these changes relative to real-world human functioning at the age of the interviewee (e.g., memory change in lab reflects decline, interviewee reports occasional lapses, public supports research on determining when lapse meaningfully defines potential for dementia) | Student discusses the consequences of change in the constituent components of psychological systems has on system itself, but focuses on empirical evidence only without discussing the interviewee's responses. Student clearly describes the bigger picture implications for these changes relative to real-world human functioning at the age of the interviewee. | Student discusses the consequences of change in the constituent components of psychological systems, but limits the discussion to empirical evidence and only partly connects this change to a holistic analysis of the system as it relates to real-world functioning at the age of the interviewee. | Student makes reference to changes or evolution of systems but only in a superficial manner, and student does not draw connections between systems level change as captured by empirical or interviewee evidence and any resulting implications that such change may have on real-world functioning at the age of the interviewee. |
| D. Uses System-Level Thinking to Inform Sustainability of Psychological Systems Relative to Real-World (Non-Lab) Implications of Change in These Systems (Systems Outcome 3; Course Outcome D) | Major arguments are easy to identify, flow logically, and incorporate course content and empirical articles identified specifically for paper. Examples support arguments or clearly demonstrate limitations of empirical findings. Student uses an objective, active voice and completely follows APA formatting rules for each section, including in-text citations and the reference section. | Major arguments are easy to identify, flow logically, and are consistent with course content. Student incorporates empirical evidence from primary sources clearly for most of arguments. Student indicates where examples are not consistent with empirical evidence. Student uses objective, active voice and mostly follows APA formatting rules for each section, including in-text citations and the reference section, with only an occasional minor error. | Major arguments are present and flow logically for the most part but might be less clear in terms of their development. Student talks about empirical evidence and suggests some connection to the interviewee's responses, but focuses less on those factors that establish consistency. Student uses some informal and/or passive language but mostly follows APA formatting rules for each section, including in-text citations and the reference section, with a few minor errors. | Major arguments are not well-developed and are not organized in a manner that offers the strongest line of reasoning. Student mentions examples of the interviewee's responses and empirical evidence, but does not connect them nor communicate clearly as to why they are citing empirical evidence. Student uses informal and/or passive language, and frequently makes errors in formatting. Ignores APA rules, includes in-text citation and reference section formatting errors. |
| E. APA Formatting and Writing Style | Major arguments are easy to identify, flow logically, and incorporate course content and empirical articles identified specifically for paper. Examples support arguments or clearly demonstrate limitations of empirical findings. Student uses an objective, active voice and completely follows APA formatting rules for each section, including in-text citations and the reference section. | Major arguments are easy to identify, flow logically, and are consistent with course content. Student incorporates empirical evidence from primary sources clearly for most of arguments. Student indicates where examples are not consistent with empirical evidence. Student uses objective, active voice and mostly follows APA formatting rules for each section, including in-text citations and the reference section, with only an occasional minor error. | Major arguments are present and flow logically for the most part but might be less clear in terms of their development. Student talks about empirical evidence and suggests some connection to the interviewee's responses, but focuses less on those factors that establish consistency. Student uses some informal and/or passive language but mostly follows APA formatting rules for each section, including in-text citations and the reference section, with a few minor errors. | Major arguments are not well-developed and are not organized in a manner that offers the strongest line of reasoning. Student mentions examples of the interviewee's responses and empirical evidence, but does not connect them nor communicate clearly as to why they are citing empirical evidence. Student uses informal and/or passive language, and frequently makes errors in formatting. Ignores APA rules, includes in-text citation and reference section formatting errors. |

**PSYS 423: Psychology of Adult Life and Aging
Fall 2015**

Andrew Mienaltowski
Western Kentucky University

Contact Info

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Office Hours: MWF 8-10AM and 2-4PM (or by appointment!)

Course Description:

Psychological processes in adulthood and aging. Emphasis on contemporary theories, methodological issues, and interactions of psychological, biological, social, and environmental factors in adulthood and aging.

Prerequisites:

PSYS 100 / PSY 100 and junior standing, or permission of instructor.

Required Materials:

Cavanaugh, J.C., & Blanchard-Fields, F. (2014). *Adult Development and Aging, 6th or 7th ed.*
Belmont, CA: Cengage Learning

Supplementary Readings will be provided on Blackboard for each unit. These are required readings, and you will be held responsible for reading them before the appointed class period. Note that these readings and the textbook above will be accompanied by reading guides to assist in your analysis of these sources,

Course Overview and Learning Outcomes:

Colonnade Program: Fulfills 3 out of 9 hours of course credit from the Connections category of the WKU Colonnade (General Education) Program, specifically in the *Connections-Systems* area. The following are the learning outcomes for the Connections-Systems category of the Colonnade Program as well as the learning objectives that will be introduced in this course to meet these outcomes.

| Connections Systems Learning Outcomes | Course Overview and Learning Outcomes |
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| Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the | PSYS 423, Psychology of Adult Life and Aging, is a developmental psychology course that covers human aging. Aging is a process that involves growth in some psychological abilities, maintenance of others, and still decline in others. This course will cover adult |

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| <p>evolution and dynamics of a particular system or systems and the application of system-level thinking. Below are the three learning outcomes for Systems courses within the Connection Category of the Colonnade Program:</p> | <p>development, primarily focusing on how psychological systems evolve throughout the latter half of life. Although society perpetuates stereotypes about how our psychological systems change as we grow older, this course will explore the science that underlies these changes to our psychological systems. Moreover, we will consider how one's individual talents, abilities, and struggles contribute to the processes by which aging impacts our psychological systems. Finally, we will explore the social dynamics of growing older in today's world to better understand the impact that aging psychological systems can have on public policy and the programming of psychological research.</p> <p>The main goals for this course are: (1) to help you become familiar with current psychological theories of aging and how they account for changes in psychological systems, (2) to facilitate your critical analysis of the inter-relations amongst cognitive, emotional, social, and biopsychological systems and their constituent components as they evolve throughout adulthood, and (3) to encourage you to consider how your own psychological systems as well as those of your loved ones, patients, and clients might dynamically evolve as the years pass. The learning outcomes for the course include:</p> |
| <p>1. Analyze how systems evolve.</p> | <p>(a) Discuss the research methods used by developmental psychologists to measure and characterize the impact that human aging has on the evolution of psychological systems, including their constituent components.</p> |
| <p>2. Compare the study of individual components to the analysis of entire systems.</p> | <p>(b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists.</p> <p>(c) Identify the major changes in the above psychological systems that take place throughout adulthood and into old age and that have been substantiated with empirical evidence by psychological scientists.</p> |
| <p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p> | <p>(d) Describe the conditions under which improvements and/or impairments in cognitive, social, emotional, and biopsychological systems noted in the laboratory by psychological scientists might translate into substantial changes in in everyday functioning outside of the laboratory.</p> |

Course Requirements and Grading:

Overall, your grade in this course will be dependent (a) upon your performance on regular unit assignments and journal article reviews that cover the course's topic areas and will be based on your readings, (b) your active participation in classroom discussion, and (c) a major integrative paper which requires you perform a structured interview of a senior citizen and to evaluate the resulting responses using empirical evidence on the impact that aging has on psychological systems. (Note: Other faculty may choose to describe unit assignments as exams/quizzes, etc. or include other activities)

There are five components of your grade:

1. Participation and Reaction Papers (10%)
2. Unit assignments (70%)
3. Structured Interview and Analysis (20%)

The course grade is awarded using a points system.

A: 450-500 points B: 400-449 points C: 350-399 points D: 300-349 points F: < 300 points

Attendance and Late Work:

Students are expected to attend every class period. Participation points are deducted for missing classroom discussions. Late work will not be accepted. The only exceptions to this rule are documented medical emergencies or prior approval with scheduled make-up date.

University's ADA Policy:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC; formerly the Office for Student Disabilities), Room 1074, Downing Student Union (DSU). Their phone number is (270) 745-5004, TDD: (270) 745-3030, and their e-mail is sarc@wku.edu. Please do not request accommodations directly from the instructor without a letter of accommodation from SARC.

Academic Integrity:

All students are assumed to have read the Academic Offenses section of the Student Handbook. Academic offenses are taken extremely seriously and are referred to the Office of Student Life for further action. Specific violations include academic dishonesty, cheating, and plagiarism. What is plagiarism? - "To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism." – Source: WKU Judicial Affairs website (2012).

Search engines (e.g., Google) and other software (e.g., SafeAssign) may be used in this course to monitor student writing for plagiarism. If there is any evidence of plagiarism, a grade of ZERO points is automatically awarded to the student and the student will be

required to demonstrate that they did not plagiarize by orally defending their responses on the assignment (i.e., meet with the professor and discuss the assignment to prove that they have a thorough understanding of the answers that were provided). Similarly, cheating will result in an automatic score of ZERO points on the assignment. The student will be required to prove that they did not cheat on the assignment by orally defending their responses on the assignment to the professor.

Tentative Schedule of Unit Assignments (see next page for Readings)

Week 1:

Unit 1 Research methods used to assess development/aging of psychological systems

Weeks 2 and 3:

Unit 2 Biopsychological systems change, including sensation, perception, and the brain

Week 4:

Unit 3 Understanding longevity and physical Health in relation to well-being, stress, adjustment, and changes to emotional systems

Week 5:

Unit 4 The role of aging on motivation, includes goals and multiple selves

Week 6 and 7:

Unit 5 Cognitive systems change through the lens of cognitive aging

Week 8:

Unit 6 Changes in the social psychological system – social cognition

Week 9:

Unit 7 Interaction between changes in the social and emotional systems

Week 10:

Unit 8 Cognitive systems change through the lens of intelligence testing

Week 11:

Unit 9 Personality maintenance and growth in adulthood

Week 12:

Unit 10 Psychopathological system disruption – clinical psychology and aging

Week 13:

Unit 11 Living Older, Part 1: Employment/Retirement, Relationships, and Caregiving

Week 14:

Unit 12 Living Older, Part 2: End-of-Life Decision Making, Death, and Grieving

Final Exam: During the assigned slot in finals week.

| Unit # | Readings from Cavanaugh and Blanchard-Fields | Journal Article/Peer-Reviewed Book Chapter Reading |
|--------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 1(1-31) | Hertzog, C., & Dixon, R. A. (1996). Methodological issues in research on cognition and aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 3, pp. 66-116). NY: McGraw-Hill. |
| 2 | 3(65-100) | Scheiber, F. (2005). Vision and Aging. In J. E. Birren & K. W. Schaie (Eds.), <i>Handbook of Psychology and Aging</i> (5th ed.; Ch. 7, pp. 129-154). San Diego: Academic. |
| 3 | 4(107-143) | Kunzmann, U., Little, T. D., & Smith J. (2000). Is age-related stability of subjective well-being a paradox? Cross-sectional and longitudinal evidence from the Berlin Aging Study. <i>Psychology and Aging</i> , 15, 511-526. |
| 4 | 5(149-178) | Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. <i>American Psychologist</i> , 52, 366-380. |
| 5 | 6(185-225) | a. Park, D. C. (1999). The basic mechanisms accounting for age-related decline in cognitive function. In D. C. Park & N. Schwarz (Eds.), <i>Cognitive Aging: A Primer</i> (Ch. 1, pp. 3-19). Philadelphia: Psychology Press. |
| | | b. Smith, A. D., & Earles, J. L. K. (1996). Memory changes in normal aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 6, pp. 192-220). NY: McGraw-Hill. |
| 6 | 8(280-293,296-303) | a. Blanchard-Fields, F. (1999). Social schematicity and causal attributions. In T. M. Hess & F. Blanchard-Fields (Eds.) <i>Social Cognition and Aging</i> (Ch. 10, pp. 219-235). San Diego: Academic Press. |
| | | b. Blanchard-Fields, F., & Horhota, M. (2005). Age differences in the correspondence bias: When a plausible explanation matters. <i>Journal of Gerontology: Psychological Sciences</i> , 60B, P259-267. |
| 7 | 8(293-296) | a. Mather, M., & Carstensen, L. L. (2005). Aging and motivated cognition: The positivity effect in attention and memory. <i>Trends in Cognitive Sciences</i> , 9, 496-502. |
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Structured Interview and Analysis (8-12 page paper)

A major component of your course grade will involve your performance on a term-paper in which you examine how psychological systems evolve as a function of age-related change in the systems' component processes. What makes this term paper unique is that you will be examining evidence from two sources: (1) responses that you record during an interview with a senior citizen who is 60 years of age or older, and (2) empirical evidence that you identify from the literature on the impact that aging has on cognitive, emotional, social, and biopsychological systems. Below are the questions that you will use for the structured interview. Instructions for this assignment will be discussed in class.

A. Do you have the same personal interests/hobbies now that you did when you were in your 20s? If not, what has changed and why do you think that your interests have evolved?

B. How would you describe your parents' approach to raising you as a child? Do you see any similarities between their styles and the style that you used to raise your own children or grandchildren?

C. Take a moment and think about your best friend. What is it that makes this person so special to you? How might you handle a disagreement with this person? What types of strategies might you avoid using if you and your best friend had a disagreement? Have you noticed any differences between how you react to conflict today and how you used to react to conflicts as a young person?

D. What has been the most noticeable change in your physical health over the past 20 years? Has this change created any limitations on your daily activities? If yes, what have you done to compensate for these changes so that you can continue to be successful?

E. Some researchers feel that the mind slows down as we grow older. Apart from the occasional lapse of memory that everyone experiences, have you noticed any changes in the ways that you think about problems or puzzles? In the ways that you plan activities? In what keeps you motivated to stay focused on a particular task? Finally, have you ever felt that someone was treating you different than others just because of your age? If yes, please describe the experience and how that person's behavior made you feel.

F. Spirituality is a large part of some people's lives. Over the past 20 years, have you experienced a deepening of your faith? If yes, how would you describe this process? If no, why do think this is not the case?

G. Does any member of your family help you to carry out activities that you used to do on your own? If yes, would you characterize this shared experience as being positive, negative, or a little of both, and why? If no, imagine that one day you did need help; how do you think this would impact your family and friends?

H. In terms of your relationships with your friends and family, what do you think is more important: (1) having a large number of people that you can count on and interact with, or (2) focusing time and energy only on those with whom you have close relationships?

I, J, K. Please create three new questions to ask your interviewee. These questions should deal with issues that interest you the most. When you describe your interviewee's responses to these three questions, please be sure to indicate what motivated you to ask **each** of these three questions.