

PSY 365: INTRODUCTION TO GERONTOLOGY

CLASS TIME AND LOCATION: Thursdays, 4:50-7:20 PM; SH 120

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Office Hours: Tuesdays, 3:30-4:45 and Thursday, 4-4:45 pm

REQUIRED TEXT:

Hooyman, N.R., & Kiyak, H. A. (1999). Social Gerontology – A Multidisciplinary Perspective (5th Edition). Boston, MA: Allyn & Bacon.

COURSE OBJECTIVES:

- To provide an overview of the field of gerontology, emphasizing life cycle changes and adult developmental processes for the practice of psychology from a social gerontology perspective
- To examine the major theories and current research in the area of older adulthood
- To focus on race, ethnicity, gender, sexual orientation and many social issues as critical variables
- To review selected literature on gerontology and critically examine its applications for practice
- To involve students in an innovative Community Service-Learning (CSL) project
- To provide an opportunity for students to further develop and refine their critical thinking skills by examining the factors that may influence their older clients' perceptions, as well as their own perceptions and judgments

METHODS OF EVALUATION:

Tests: There will be two tests in this class, in addition to at least 20 hours of CSL, a diary and collaboration on creating an "Internet for the Elderly" manual. Grades relative to the two tests will be assigned on a curve, as the student(s) with the least amount of incorrect answers (example: four wrong answers) will receive the full amount of credits for the test. The rest of the students will lose 1 point for each incorrect answer beyond 4 incorrect ones (example: 6 wrong answers = 2 lost points = 31/33). Both tests will not be cumulative.

Community Service Learning work, a diary and group-participation on the manual: You will conduct CSL at an elderly facility. Your CSL responsibilities are to accumulate at least 20 hours of CSL by the end of the semester, to complete a diary related to the experience, and to participate in the creation of a manual to be used by older adults when learning the Internet. The "manual" assignment will be conducted within small groups of students (each group will turn in one manual). Assignments must be conducted/ submitted on time. The course assignments meet the 2,500 words minimum requirement for upper-division GE classes.

COURSE EXPECTATIONS:

Students are expected to attend all classes, participate in class discussions, and complete all reading assignments prior to each meeting. To create an atmosphere of mutual respect, please arrive to class early and leave on time, as chronic tardiness or leaving early is disruptive to classroom instruction. If, due to illness or emergency, you are unable to attend class, I encourage you to consult with other students regarding the class materials missed. To be allowed to take test 1 or test 2 at a later date, students are required to contact me about the emergency situation and also to document the reason for their absence. On the last day of class, students will take test 2, in addition to turning in their diaries and the group-manuals. Students will lose 10% of their CSL grade for each day the diary or the manual is late. Cheating will result in an automatic F grade. No video- or audio-taping allowed.

GRADING CRITERIA:

Test 1	33%
Test 2	33%
CSL work, diary and group-manual	34%

TENTATIVE COURSE OUTLINE AND READING ASSIGNMENTS (Please note that this outline can change in the course of the semester):

- 8/30 Introduction - Discussion of CSL- Class activity - Read Chapter 1
- 9/6 Chapter 1: The growth of social gerontology - Class activity
- 9/13 Very important meeting: Discussion and organization of CSL assignments - Read Chapter 2
- 9/20 Chapter 2: Historical and cross-cultural issues in aging - Class activity – Read Chapter 3
- 9/27 Chapter 3: The social consequences of physical aging – Class activity – Read Chapter 4
- 10/4 Chapter 4: Managing chronic diseases and promoting well-being in old age – Class activity – Read Chapter 5
- 10/11 Chapter 5: Cognitive changes with aging – Class activity - Read Chapter 6
- 10/18 Chapter 6: Personality and mental health – Class activity - **REVIEW CHAPTERS 1-6 IN PREPARATION FOR TEST 1**
- 10/25 **Test 1** - Read Chapter 14
- 11/1 Chapter 14: The challenges facing older women - Read Chapter 7
- 11/8 Chapter 7: Love, intimacy, and sexuality in old age – Class activity – Read Chapter 8
- 11/15 Chapter 8: Social theories of aging – Class activity – Read Chapter 12
- 11/29 Chapter 12: Death, dying, bereavement & widowhood – Class activity – Read Chapter 13
- 12/6 Chapter 13: The resiliency of older ethnic minorities – Class activity - **REVIEW CHAPTER 7, 8, 12, 13 & 14 IN PREPARATION FOR TEST 2**
- 12/13 (5:30 pm) **Test 2 - Diary and Group-manual Due** (Group Discussion and Debriefing)